



Hellenic Open University

The Teaching of English as a Foreign/ International Language

Postgraduate Dissertation

“Teachers and students’ attitudes towards the integration of Mobile-Assisted Language Learning: A case study in a Greek foreign language school.”

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Supervisor: Dr Evangelia Karagianni

Patras, Greece, January 2024

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Teachers and students' attitudes towards the integration of Mobile-Assisted Language Learning: A case study in a Greek foreign language school.

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Acknowledgements

As I bring this chapter of my academic journey to a close, I am filled with deep gratitude for the many individuals who have supported, guided, and inspired me throughout the process of writing this dissertation.

First and foremost, I extend my heartfelt thanks to my supervisor, Dr Evangelia Karagianni, whose expertise, insightful guidance, and unwavering support have been invaluable. Her wisdom and encouragement have been pivotal in navigating the challenges of research and in shaping this dissertation.

I am also immensely grateful to my tutors at Hellenic Open University for their valuable contributions to my learning and development. Their tutoring has not only enriched my knowledge but also broadened my perspective, which has been fundamental in this research.

A special word of thanks goes to the participants of my research. Their willingness to share their experiences and insights has been the cornerstone of this study. Their contributions have greatly enriched my work, and for this, I am deeply appreciative.

I would also like to express my profound gratitude to my family and friends for their endless love, patience, and encouragement. Their belief in me, even during times of doubt, has been a source of strength and motivation. I thank them for standing by me, for their understanding, and for all the sacrifices they have made.

This journey has been challenging, enlightening, and ultimately rewarding. It would not have been possible without the collective support and encouragement of each one of them. I am eternally grateful for their contributions to my academic and personal growth.

Thank you all,

Maria Kontogeorgou.

Abstract

This dissertation investigates the attitudes of three (3) teachers and fifty-four (54) learners towards the integration of Mobile-Assisted Language Learning (MALL) in English as a Foreign Language (EFL) classrooms, employing a case study approach in a Greek foreign language school. The research employs a mixed-methods approach, combining qualitative data from teacher interviews with quantitative data from student questionnaires, to provide a comprehensive understanding of the perceptions, challenges, and potentials of MALL in language education.

The qualitative analysis of three (3) teachers' interviews reveals a nuanced perspective on the use of mobile technologies. Teachers acknowledge the potential benefits of MALL, particularly for older students, in enhancing language learning. However, concerns regarding distraction, especially among younger learners, and the necessity for strategic implementation are prominent themes. The quantitative analysis of fifty-four (54) students' questionnaires indicates a moderate engagement with mobile phones in the classroom, with students recognizing the benefits for flexible and autonomous learning, yet expressing concerns over potential distractions.

Key findings highlight a cautious, yet optimistic attitude towards MALL. The study underscores the importance of tailored pedagogical strategies to effectively integrate mobile technologies in EFL classrooms. It also points to the need for professional development and teacher training to optimally harness the potential of MALL. Furthermore, the research suggests the potential for MALL to facilitate self-directed learning outside the classroom, indicating a shift in traditional language learning paradigms.

This research contributes to the field of language education by providing insights into the current state of MALL in Greek EFL settings, offering valuable implications for educators, curriculum designers, and policymakers. It opens avenues for more strategic and balanced approaches to incorporating technology in language learning, enhancing educational outcomes in the digital age.

Keywords

Mobile-Assisted Language Learning, MALL, English as a Foreign Language, educational technology, teacher attitudes, learner attitudes, Greek EFL classroom

Στάσεις των εκπαιδευτικών και των μαθητών απέναντι στην γλωσσική μάθηση με τη βοήθεια κινητών τηλεφώνων: Μελέτη περίπτωσης σε ένα φροντιστήριο ξένων γλωσσών στην Ελλάδα.

Μαρία Κοντογεώργου

Περίληψη

Η παρούσα διπλωματική εργασία διερευνά τις στάσεις τριών (3) εκπαιδευτικών και πενήντα τεσσάρων (54) μαθητών απέναντι στην ενσωμάτωση της Γλωσσικής Μάθησης με τη Βοήθεια Κινητών Τηλεφώνων (MALL) στην τάξη της Αγγλικής ως Ξένης Γλώσσας (EFL), διενεργώντας μια μελέτη περίπτωσης σε ένα φροντιστήριο ξένων γλωσσών στην Ελλάδα. Η έρευνα υιοθετεί την προσέγγιση μικτών μεθόδων, συνδυάζοντας ποιοτικά δεδομένα από συνεντεύξεις εκπαιδευτικών με ποσοτικά δεδομένα από ερωτηματολόγια μαθητών, για να παρέχει μια ολοκληρωμένη κατανόηση των αντιλήψεων, των προκλήσεων και των δυνατοτήτων της Γλωσσικής Μάθησης με τη Βοήθεια Κινητών Τηλεφώνων στην ξενόγλωσση εκπαίδευση.

Η ποιοτική ανάλυση των τριών (3) συνεντεύξεων των εκπαιδευτικών αποκαλύπτει μια διαφοροποιημένη οπτική για τη χρήση των κινητών τεχνολογιών. Οι εκπαιδευτικοί αναγνωρίζουν τα δυνητικά οφέλη της Γλωσσικής Μάθησης με τη Βοήθεια Κινητών Τηλεφώνων, ιδίως για τους μεγαλύτερους μαθητές, στην ενίσχυση της γλωσσικής μάθησης. Ωστόσο, οι ανησυχίες σχετικά με την απόσπαση της προσοχής, ιδίως μεταξύ των νεότερων μαθητών, και η αναγκαιότητα στρατηγικής εφαρμογής αποτελούν εξέχοντα θέματα. Η ποσοτική ανάλυση των πενήντα τεσσάρων (54) ερωτηματολογίων των μαθητών δείχνει μια συντηρητική χρήση κινητών τηλεφώνων στην τάξη, με τους μαθητές να αναγνωρίζουν τα οφέλη για την ευέλικτη και αυτόνομη μάθηση, αλλά να εκφράζουν ανησυχίες σχετικά με την πιθανή απόσπαση της προσοχής τους.

Τα βασικά ευρήματα αναδεικνύουν μια επιφυλακτική, αλλά και αισιόδοξη στάση απέναντι στην Γλωσσική Μάθηση με τη Βοήθεια Κινητών Τηλεφώνων. Η μελέτη υπογραμμίζει τη σημασία της προσαρμογής των παιδαγωγικών στρατηγικών για την αποτελεσματική ενσωμάτωση των κινητών τεχνολογιών στην τάξη των Αγγλικών. Επισημαίνει επίσης την ανάγκη επαγγελματικής ανάπτυξης και κατάρτισης των εκπαιδευτικών για τη βέλτιστη αξιοποίηση των δυνατοτήτων των κινητών τηλεφώνων ως εκπαιδευτικά εργαλεία. Επιπλέον, η έρευνα υποδηλώνει τη δυνατότητα της Γλωσσικής Μάθησης με τη Βοήθεια Κινητών Τηλεφώνων να διευκολύνει την αυτοκατευθυνόμενη μάθηση εκτός της τάξης, υποδεικνύοντας μια αλλαγή στα παραδοσιακά παραδείγματα εκμάθησης γλωσσών.

Αυτή η έρευνα συμβάλλει στον τομέα της ξενόγλωσσας εκπαίδευσης παρέχοντας πληροφορίες σχετικά με την τρέχουσα κατάσταση της Γλωσσικής Μάθησης με τη Βοήθεια Κινητών Τηλεφώνων στα κέντρα εκμάθησης Αγγλικών στην Ελλάδα, προσφέροντας πολύτιμα ευρήματα για τους εκπαιδευτικούς, τους σχεδιαστές προγραμμάτων σπουδών, αλλά και τις κυβερνήσεις. Ανοίγει δρόμους για πιο στρατηγικές και ισορροπημένες προσεγγίσεις για την ενσωμάτωση της τεχνολογίας στην εκμάθηση γλωσσών, ενισχύοντας τα εκπαιδευτικά αποτελέσματα στην ψηφιακή εποχή.

Λέξεις – Κλειδιά

Γλωσσική Μάθηση με τη Βοήθεια Κινητών Τηλεφώνων, Αγγλικά ως Ξένη Γλώσσα, εκπαιδευτική τεχνολογία, στάσεις εκπαιδευτικών, στάσεις μαθητών, τάξη Αγγλικής ως Ξένης Γλώσσας στην Ελλάδα

Table of Contents

Acknowledgements	iv
Abstract	v
Περίληψη	vii
Table of Contents	ix
List of Figures	xii
List of Tables.....	xiii
List of Abbreviations & Acronyms.....	xiv
1. Introduction	1
Conclusion	4
2. Theoretical framework	5
Introduction	5
2.1. Technology in education	5
2.2. Mobile-assisted language learning	8
2.2.1. Definition	8
2.2.2. Integration in the ELT classroom.....	10
2.2.3. Benefits	12
2.2.4. Limitations	13
2.2.5. Attitudes	15
2.2.6. The Greek context	16
Conclusion	18
3. Research methodology	19
Introduction	19
3.1. Presentation of research questions	19
3.2. Justification of research approach	20
3.3. Description of the research method.....	21
3.4. Presentation of research participants	22
3.5. Description of the data collection tools	23
3.5.1. Interview	23

3.5.2. Questionnaire	24
3.6. Description of the data analysis tools.....	26
3.6.1. Analysis of the teachers' interviews	26
3.6.2. Analysis of the learners' questionnaire	27
3.6.3. Ethical considerations	28
Conclusion	29
4. Data results, analysis, and discussion	31
Introduction	31
4.1. Results of data collection tools.....	31
4.1.1. Qualitative data	31
4.1.2. Quantitative data	33
4.2. Discussion of the results.....	42
4.2.1. Teachers' interviews responses.....	42
4.2.2. Learners' questionnaire responses	44
4.2.3. Juxtaposition of teachers and learners' responses.....	46
Conclusion	46
5. Critical overview of the study	47
Introduction	47
5.1. Revisiting the research questions	47
5.2. Implications	49
5.3. Limitations.....	49
5.4. Suggestions for future research	50
Conclusion	50
Concluding remarks	51
References	52
Appendices.....	62
Appendix A: Teachers' interview protocol.....	62
Appendix B: Teachers' interview consent form	63
Appendix C: Teachers' interview transcripts.....	65
Appendix D: Learners' questionnaire questions	75

Appendix E: Learners' questionnaire answers	93
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List of Figures

Figure 1: Participants' answers on item 8	38
Figure 2: Participants' answers on item 12	39
Figure 3: Participants' answers on items 15 & 16.....	40
Figure 4: Participants' answers to item 17	40
Figure 5: Participants' answers on items 20 & 23.....	41

List of Tables

Table 1: Teachers' demographic data.....	32
Table 2: Themes from qualitative data	32
Table 3: Students' demographic data.....	37

List of Abbreviations & Acronyms

AI	Artificial Intelligence
CALL	Computer-Assisted Language Learning
CAQDAS	Computer-Assisted Qualitative Data Analysis Software
EFL	English as a Foreign Language
ELT	English Language Teaching
GPS	Global Positioning System
MALL	Mobile-Assisted Language Learning
ICT	Information Communications Technology
PDAs	Personal Digital Assistants
SLA	Second Language Acquisition
SDT	Self-Determination Theory
SPALL	Smart Phone-Assisted Language Learning
TESOL	Teaching English to Speakers of Other Languages

1. Introduction

During the last decades new technologies have made their presence and gained ground in the EFL (English as a Foreign Language) classroom as an integral part of the teaching and learning process (Ahmadi & Reza, 2018; Kourtis-Kazoullis & Vlachos, 2014; Salaberry, 2001). Sifakis (2014, p. 3) identified these new technologies as innovations including “computers, satellite and wireless technology, and the Internet”. The English Language Teaching (ELT) community, first, concerned themselves with Computer Assisted Language Learning (CALL), which refers to employing computer technology to learn a language (Chapelle, 2001). Teachers adopted a positive stance on the use of technology (Karkoulia, 2016; Katerini, 2013; Spiris, 2014) and classrooms around the world became equipped with tools such as desktop computers or laptops, interactive whiteboards, overhead projectors, speakers, and an Internet connection, while instructors encouraged the use of such technological equipment and the access of online sources and materials both inside and outside their classroom. This approach is considered to yield psychological, socio-cultural, and cognitive benefits for learners, who have the ability to become more independent, use the language they learn in authentic, communicative ways while resorting to their preferred learning styles (Papaefthymiou-Lytra, 2014). Its contribution to the development of all four skills, namely listening, speaking, reading, and writing (Blake, 2016) is equally important and it fosters 21st century skills, such as communication, collaboration, critical thinking and problem-solving (Zikyri, 2022). Learners appear to be in favor of CALL practices as well, based on studies conducted both in various educational contexts around the world (Ayres, 2002; Kitchakarn, 2015) and in Greece (Liontou, 2015).

However, as technology evolves, computers are gradually replaced by mobile Internet devices, including smartphones. These mobile devices reinforce the ubiquitous aspect of CALL, which is viewed as an “obsolete” term by Jarvis and Krashen (2014, p. 5) allowing learning to take place in different settings (Kourtis-Kazoullis & Vlachos, 2014). This latter approach, Mobile Assisted Language Learning (MALL), has emerged and drawn attention of contemporary research exploring the diverse ways mobile devices are to be incorporated in the classroom, as well as their impact on the teaching and learning process (Godwin-Jones, 2017). Furthermore, MALL teaching programs were designed and studied upon (Burstion, 2012) and researchers

conducted an array of review studies to evaluate the pedagogical affordances of the approach (Yang, 2013) and place emphasis on the fact that, even though, learning outcomes have been thoroughly examined and are proven to be rather positive, they remain in the spotlight of research work up to the present time (Burston & Giannakou, 2022). In the same vein, despite the fact that a series of 'experimental MALL implementations' have been realized in different contexts, it has not yet been integrated into any of the respective curricula (ibid., p. 166).

Smartphone use in Greece has been significantly popular among individuals, and particularly young people, who are in fact identified as digital natives, since they were born in a digital world and this is the sole reality which they are familiar with (Palfrey & Gasser, 2011). However, these interactive touchscreen devices' pedagogical value has not been appreciated and, thus, MALL has not been well received within the Greek context. More specifically, smartphone devices use has been banned in public schools hindering contemporary technology mediated learning (Kaimara, Poulimenou, Oikonomou, Deliyannis & Plerou, 2019; Woodman, 2014). Considering research findings which advocate MALL, as well as the abundance in which a technological tool can be found, it is rather perplexing that it is not taken advantage of and, thus, the exploration of the individuals' opinions on the topic seems rather imperative.

In the light of a potential future adoption of MALL by the Greek curriculum, opinions of the stakeholders should be taken into account. Public institutions are not a lone member of the Greek ELT community; foreign language schools, as well as private tutors are responsible for the teaching of the English language to a fair share of the Greek population. Indisputably, instructors are in a position to opt for practices of their preference during one-to-one tuition. As for foreign language institutions, they comprise a more amenable instructional environment, since their administration is not legally bound to comply with restrictions concerning smartphone use imposed by the Greek government. Consequently, educators in the private sector along with administrators are at liberty to permit mobile phones within the institution premises and their exploitation inside the classroom. Furthermore, private language institutions are arguably better equipped technologically wise than the public sector and have embraced the exploitation of educational technology to a greater extent (Panousi & Zorbas, 2020). This renders such learning environments worthwhile research sites where both teachers and students have invested time working with new technologies.

This aspect is valued by Spiris (2014), who proposes that the opinions of individuals teaching and learning within a context where technology is incorporated should be studied in order to understand whether the availability of and familiarization with ICT (Information Communications Technology) tools have an impact on their perspectives. Since the private sector appears to have unrivalled experience in technology use and language institutions are able to incorporate smartphones into their curriculum, teachers and learners' dispositions might elucidate reasons behind this reluctance to utilize a valuable device the greatest part of the individuals in question are already possessed of. It is actually this positive or negative point of view that can either promote technology use or eliminate any potential educational advantages (Demetriadis, Barbas, Molohides, Palaigeorgiou, Psillos, Vlahavas, & Pombortsis, 2003).

In the dissertation in question, the researcher is an EFL instructor employed in a private foreign language school and has witnessed herself the opportunities and limitations of deploying smart portable devices as a means to language teaching. She considers the views of her fellow teachers and their learners a worthwhile investigation and, therefore, a case study was selected to be conducted. The purpose of this case study is to investigate teachers and students' attitudes towards the systematic use of smart mobile devices as a tool for SLA (Second Language Acquisition) in a Greek foreign language school classroom. The extent to which smartphones are perceived by teachers and students as a means of promoting and facilitating language acquisition, their effect on learners' motivation levels, as well as the degree to which MALL applications are integrated in regular classroom practices are going to be explored. Determining whether accessibility to such devices affects stakeholders' perceptions and results in a more extensive use in the EFL classroom will shed more light on the systematization of such implementations in the Greek context.

This dissertation comprises of five distinct parts corresponding to the various stages of the exploration of a research topic. In the first chapter, the context in which the research topic is investigated is established. The second chapter situates the research within a theoretical and conceptual framework highlighting the way previous literature generated concise research questions. After a theoretical background is provided, the researcher proceeds with the empirical part; the third chapter includes the articulation of the research questions and the presentation of the research approach adopted, namely the research method, the data collection tools, the

research site and participants, as well as the data analysis tools. The fourth part presents the analysis of the results of the case study and discusses arising issues. Ultimately, the research questions are revisited, conclusions regarding MALL practices within the Greek context are drawn as a critical overview of the study is realized, implications and limitations are discussed and suggestions for future investigation are put forward.

Conclusion

In concluding the introductory chapter of this dissertation, a comprehensive foundation for exploring the dynamic and evolving field of Mobile-Assisted Language Learning (MALL) within a Greek foreign language school context has been established. This overview has set the stage for an in-depth investigation into the attitudes and experiences of teachers and learners towards the integration of mobile technologies in English as a Foreign Language (EFL) classrooms. The primary purpose of this research is to uncover and understand the multifaceted perspectives surrounding MALL, its implementation, effectiveness, and the perceived benefits and challenges in an EFL setting. This objective is driven by the need to bridge the gap between the potential of mobile technologies in education and their actual application in classroom practices.

2. Theoretical framework

Introduction

As educational landscapes evolve, the infusion of technology into learning processes has become increasingly prominent and, therefore, the place of technology in education is to be established first. Afterwards, this theoretical framework lays the foundation for understanding the multifaceted nature of MALL by exploring its definition, integration in the classroom, benefits, limitations, and the prevailing attitudes towards its implementation.

2.1. Technology in education

Technology has attained an exceptional place in the modern manner of living as it reduces the amount of time and energy required for routine tasks to be completed. Consequently, it has had an impact on virtually every single aspect of an individual's life, including education and the EFL classroom (Ahmadi & Reza, 2018; Kourtis-Kazoullis & Vlachos, 2014; Salaberry, 2001; Schulstad, 2013). First instances of classroom technology included paddles and pointers, then there was the gradual introduction of blackboards, overhead projectors and even computers, all of which were eventually combined so as to create the interactive whiteboard, and finally developed into mobile devices such as tablets and smartphones (Schulstad, 2013). Even though the evolution of classroom technology appears continuous, the field of education has been accused of taking rather tentative steps towards change and meaningful integration (Hirsh-Pasek et al., 2022; Weller, 2022) and claims have been made challenging technology's landscape-changing role in molding current instructional practices (UNESCO, 2023). Nowadays, these claims primarily refer to instances of incorporation where technology is viewed as panacea and instructors use it to an excessive degree and the best interest of learners is not being borne in mind (ibid.) and, therefore learning is not substantially facilitated. On the contrary, earlier research suggested that a few decades ago classrooms were provided with tools, but they were highly underutilized, and, thus, availability does not safeguard efficacious use (Cuban, 2001).

Although allegations regarding ineffective technology use have changed direction entirely, what is apparent is the fact that the role of the teacher and their judgement is fairly pivotal. On the one hand, it is a prerequisite that educators are eager to exploit new technologies

within their teaching context; on the other hand, they should be adequately prepared to utilize contemporary instructional resources (UNESCO, 2023) as they are at the forefront of shaping the learning experience (Eady & Lockyer, 2013). Many teachers today are 'digital immigrants', as Prensky (2001, p. 2) maintains, referring to this generation of people who were familiarized with technology at a later stage in their lives. Yet, the majority of language instructors are found to have a favorable outlook on ICT integration despite having limited technological knowledge, (Nawaila, Kanbul, & Alhamroni, 2020).

Even though embracing technology is the first step towards its incorporation in order to proceed with experimenting with new instructional practices, there is still a long road ahead. Meticulous design of a lesson embedding technology constitutes a process as arduous as actually delivering the aforementioned lesson, since teachers are required to make ethical decisions based on sound pedagogical principles (Eady & Lockyer, 2013). There have been various sets of principles proposed; for instance, Cummins, Brown, and Sayers (2007) adopt a transformative approach and highlight the need to challenge learners' cognitive abilities in order to process deep meaning, engage them in active, self-monitored, collaborative investigation and invite them to involve themselves emotionally while making identity-focused choices. Constructivists also insist on active interpretation of meaning and intellectual engagement in demanding tasks on the part of the students while ICT is exploited (Cummins, 2000).

Despite the many considerations required, teachers, who are always on the prowl for tools and strategies accommodating their learners' needs in the language classroom, resort to ICT these days on the grounds it elevates their students' learning (Eady & Lockyer, 2013). The benefits that accrue from effective technology incorporation have been exhaustively investigated in relevant literature. More specifically, Blake (2016) demonstrated the educational opportunities offered by the new media for practicing listening, speaking, reading, and writing interdependently within a multimodal context. Another point raised is that using a combination of digital devices and an Internet connection, both teachers and students gain access to a plethora of resources (Bull & Ma, 2001; Tomlinson, 2009). Godwin-Jones (2018) and Peachy (2019) maintained that a great part of these resources comprises authentic instances of language use that can be exploited by learners to create multimodal content combining text, audio, and video and, subsequently, share it with a global community. According to Peachy (2019), this opportunity to

share content in such convenience promotes collaboration amongst participants, who are in a position to work together so as to construct knowledge by actively engaging in real-life activities such as group projects.

This possibility to work individually or collaboratively during activities, as well as the multimodal way information is presented in technology mediated learning environments offer a greater sense of autonomy to students and turn the lesson into a learner-centered process (Blake, 2016; Papaefthymiou-Lytra, 2014). Therefore, researchers on the field, such as Cope and Kalantzis (2013), Eady and Lockyer (2013) and Papaefthymiou-Lytra, (2014) contend that new technologies address the diverse learning styles and the needs of different individuals, who are offered more options regarding the way they are exposed to new input and perform tasks. This more student-friendly approach might be the reason why individuals are found to be more willingly involved in learning, since, according to various scholars, enhanced motivation is another effect of new media exploitation (Ahmadi & Reza, 2018; Eady & Lockyer, 2013; Hennessy, 2005; Peachy, 2019; Tomlison, 2009).

Limitations, or rather challenges, have been a subject matter of equal importance for the academic community. As previously stated, teachers' role in digital technology adoption is determinant since they have to bear the burden of applying and testing the research community's claims and the policy makers' decisions. Thus, there is an emergent need for further teacher training; educational systems around the world have the responsibility to support their instructors and educators are required to devote their time and energy on their professional development in turn (Ahmadi & Reza, 2018; Leu & Kizner, 2000; Papaefthymiou-Lytra, 2014).

In addition, both administrators and teachers are accountable for safeguarding the individuals' well-being, online safety, and privacy (UNESCO, 2023). As a consequence of extended electronic devices use, increased screen time has been observed, which has been associated with poor mental health, as well as obesity among school-age population (Busch, Ananda Manders, & Rob Josephus de Leeuw, 2013). Even if screen time remains as limited as possible to prevent such health-related concerns, classroom teachers are to confront another imminent threat; the openness and the possibility of endless sharing of ideas and knowledge the new media provide can promote misinformation spread and instances of hate speech among

internet users (UNESCO, 2023). Therefore, instructors assume another responsibility; they are obliged to monitor their students' conduct in an attempt to avert deviant behavior, such as cyberbullying (Cope & Kalantzis, 2013) and familiarize them with netiquette, which refers to some standards of respectful behavior while engaging in online communication. Finally, individuals' privacy is in peril (Leu & Kizner, 2000; UNESCO, 2023). Both teachers' and learners' personal data are collected and processed in the digital world and governments have liability for preventing their surveillance and shielding them against commercial advertising (UNESCO, 2023).

Taking everything into consideration, it is widely accepted that technology is an inextricable aspect of our lives today and, even though, it might constitute both an opportunity and a menace, teachers are obliged to equip their learners with adequate knowledge and guidance in order to utilize it effectively rather than demonize it in its entirety (UNESCO, 2023). Besides, as Bennett, Maton and Kervin (2008) pinpointed, paradoxically, students have grown up in this technologically advanced society, but they might not be competent and ardent users of technology themselves. Hence, educators ought to serve as an example of proficient users bearing in mind, though, that these resources cannot provide absolute assurance of "teachers' teaching and learners' learning" (Ahmadi & Reza, 2018, p. 122).

2.2. Mobile-assisted language learning

2.2.1. Definition

As a result of technologically advanced societies, contemporary researchers on the ELT field are bound to concern themselves with the current and future contribution of new technologies in the teaching and learning of languages, even if any forecasting might be proven audacious (Larsen-Freeman, 2018).

In 1983 at the TESOL (Teaching English to Speakers of Other Languages) 17th Annual Convention the term CALL was introduced (Kourtis-Kazoullis & Vlachos, 2014) and since 1985 seminal studies referring to mainframe computers use in language learning have been conducted (Ahmad et al., 1985). Over the course of time, technology-mediated learning started evolving due to the growing accessibility of portable devices and the September 2008 special issue of

ReCALL offered an overview of the emerging field of Mobile-Assisted Language Learning (MALL) (Kukulska-Hulme, 2009).

Kukulska-Hulme and Shield (2008) accentuated the difference between CALL and MALL by claiming that the latter employs personal and portable devices which empower continuous and spontaneous access and interaction in various settings. According to Burston (2014), MALL, which can be viewed as a different type of CALL nevertheless (Gonulal, 2019), constitutes a general term for the process of learning a language with the use of mobile technologies including smartphones, tablets, electronic dictionaries, digital music players, and personal digital assistants (PDAs). The CALL descendant became a subject matter of studies a decade after its predecessor when Callan (1994) studied hand-held computers for SLA, and during the coming years it captured researchers' attention in view of its distinctive characteristics, such as spontaneity, individuality, and flexibility (Gonulal, 2019; Kukulska-Hulme, 2009; Reinders & Pegrum, 2015).

Smartphones in particular have been in the center of research, since they are characterized by scholars as ideal vehicles of MALL (Burston, 2012; Motteram, 2013), whose versatile nature will probably result in the replacement of non-portable computing devices as primary tools (Godwin-Jones, 2011; Nawaila, Kanbul & Alhamroni, 2020). Contemporary devices do not merely replicate computers' functions; additional hardware features such as high-resolution cameras, Bluetooth, and GPS (Global Positioning System) to name but a few, as well as the availability of a plethora of smartphone applications render them such potent tools that the teaching community cannot fail to notice their potential for anywhere, anytime learning opportunities (Godwin-Jones, 2011). As Schulstad (2013) states, under these circumstances, not only do the lines between classroom and non-classroom learning become more and more blurred, but the boundaries between formal learning, which is related to language classroom activities, and informal, which refers to unstructured and spontaneous learning, also become less rigid (Kukulska-Hulme, 2009). As a consequence, regardless of teachers' instructional practices, learners employ their portable devices in their learning on a regular basis (ibid.).

According to statistical data on mobile devices use, by 2021 there were 7.1 billion mobile users worldwide, by 2022 the number was estimated to reach 7.25 billion and forecasts suggest

that by 2025 there will be 7.49 billion users around the globe (Statista, 2023a). As far as smartphone users are concerned, the total number is estimated to be 6.92 billion worldwide, namely, 85.74% of the global population (Statista, 2023b). Researchers have also found that individuals have been acquainted with touch screens for the first time before reaching the early age of two (Dardanou et al., 2020; Rizk & Hillier, 2020) and by the time they are adolescents, they have become daily Internet users (Vogels, Gelles-Watnick & Massarat, 2022). In fact, the vast majority of individuals connect to the Internet using primarily their smartphone device (Handley, 2019).

Leis, Tohei and Cooke (2015) even suggest that the introduction of a new acronym is imperative and propose the term Smartphone Assisted Language Learning (SPALL) on account of the unique smartphones' abilities which surely far outweigh the ones of traditional mobile phones. In order for the term smartphone to be elucidated as well, Kim, Chun and Lee (2014) define smartphones as mobile phones providing features similar to those of a computer, such as an Internet connection. Barrs (2011) makes a further comment on the capability of installing applications, which is, according to him, the reason why smartphones are upper level technologically compared to conventional mobile phones.

2.2.2. Integration in the ELT classroom

Since MALL instruction first came to the front during the 1990's, the decade that saw the advent of mobile technology, attempts to integrate it in traditional teaching practices have been rather assorted considering the different potential of each of the mobile devices.

Formerly, Callan (1994) integrated palmtop computers into writing instruction. His students were in a position to avail themselves of both technical and pedagogical facilities of writing with a word processor including generating more organized and proofread texts which can be easily revised and shared among individuals. Additionally, the fact that the devices used were portable enabled them to work in different settings. Soon afterwards, the focus shifted towards mobile phones and their place in the classroom. Primitive attempts to involve cellphones in the language learning process made use of short text messaging for vocabulary study (Houser et al., 2001; Levy & Kennedy, 2005).

Today, modern intelligent mobile devices' hardware and software render them so powerful that they can be incorporated into virtually any everyday human activity. Within instructional settings, teachers can leverage both some of smartphones' common uses, for instance texting, web browsing or social media navigation, and educational applications specifically designed for language learning. Literature has illustrated the various ways in which both teachers can utilize them to promote language acquisition in their classroom and students can exploit them to facilitate their learning.

In Barrs (2011), students were reported to use their cellphones in the university classroom to take photos of the notes and assignments written on the board, record lectures and their performance to evaluate and enhance fluency and pronunciation, as well as access mobile applications to practice vocabulary items and reading. Godwin-Jones (2011) commented on the rising popularity of application development and presented an extended list of available mobile applications which facilitate language learning including digital dictionaries, flash cards, or phrase books with a combination of text, image and audio features, and quizzes for linguistic functions practice. Teachers utilize them when presenting or testing vocabulary and grammar, and students might become familiarized with them in order to exploit them while studying outside the classroom. In the same list, there is a reference to applications specifically designed for language learning or social media apps, which exploit smartphones' prospect of building online communities and act as language banks offering authentic instances to ambitious users, as well as software units which take advantage of GPS and locate the user so as to provide vocabulary relevant to that place (ibid.). Nevertheless, when educators are offered a new and unfamiliar tool, they preoccupy themselves with the questions of when, how and "permissible use" (Schulstad, 2013). This also applies to MALL instruction; these contemporary smart devices and their classroom use have been a highly debatable subject and remain banned in many educational contexts (UNESCO, 2023).

Studies have also shown that learners incorporate their smartphone devices so as to engage in a range of activities targeting language acquisition. For example, Saidouni and Bahloul (2018), reported that individuals practiced the English language via smartphones mostly by watching videos, accessing dictionaries, posting on social media apps, listening to songs, and searching for information.

2.2.3. Benefits

As discussed in Kukulska-Hulme and Shield (2008), cell phone usage diverges from earlier instances of technology incorporation in view of involving personal devices which are not spatially bounded. These two concepts, namely ownership and mobility, have drawn scholarly attention and their affordances have been thoroughly discussed.

Kukulska-Hulme (2009) underlines the fact that there is no comparison in terms of incentive and time spent on task between the deployment of a borrowed tool and that of a personal one which the user feels quite comfortable with. This ownership implies being at their disposal anytime and anywhere as opposed to a loaned tool (Godwin-Jones, 2017). Moreover, personal property allows latitude for individuality since students have probably customized their devices by altering settings and adding applications of their preference (ibid.). Making use of this personalized tool to acquire a second language results in more autonomous and independent learning (Nikolopoulou & Gialamas, 2017). Lei et al. (2015) advocate mobile phones' value as educational tools and their impact on learner autonomy, since, according to their findings, teachers' permission, and encouragement to students to use personal devices inside the classroom induce more self-directed study outside the classroom. While being able to work independently, at their own pace, learners are offered the opportunity to remain connected at all times and communicate with one another when possible or necessary (Nikolopoulou & Gialamas, 2017).

As far as mobility is concerned, it constitutes undoubtedly the distinguishing feature of MALL (Keegan, 2005), and it is this new possibility that incites individuals to opt for these technologically advanced portable devices to carry through daily tasks instead of their forerunners, namely desktop computers (Nawaila, Kanbul & Alhamroni, 2020). Regarding education, it is the promise for anywhere and anytime learning that has raised interest and has encouraged practitioners to manipulate this tool in their teaching situation (Burston, 2012). Ushioda (2013) comments that this mobility allows for individual flexibility, in other words, the ability to access materials and tools for language acquisition even while engaging in other activities or going from place to place.

Additionally, as noted in the first section of this chapter (section 2.1), higher levels of motivation on the part of the students have been attributed to technology incorporation in general (Ahmadi & Reza, 2018; Eady & Lockyer, 2013; Hennessy, 2005; Peachy, 2019; Tomlison 2009). Findings of research appertaining to smartphone integration appear to arrive at similar conclusions. Ushioda (2013), in accordance with self-determination theory (SDT), associates healthy, self-regulated motivation for learning with individuals' sense of autonomy and independence nurtured when offered the prospect of working at preferred pace with tools selected by them. Along the same lines, Chen, Chang and Wang (2008) see increased motivation as the result of feelings of ownership and control assigned to their personal device.

Other studies center on motivation to use smartphones rather than motivation as a consequence of that use, as learners were significantly eager to engage in learning activities involving using their devices (Barrs, 2011; Godwin-Jones, 2017; Leis et al., 2015). As Godwin-Jones (2017) pinpoints, language instructors leverage smartphones as educational tools in an attempt to foster and promote their learners' autonomy, life-long learning, and critical media literacy skills. It is owing to this belief that individuals are motivated to extend their learning beyond the classroom that MALL is employed with low achievers in order to be enticed to devote more time studying (Kacatl & Klímová, 2019).

Regarding MALL approach's effect on the promotion of specific language skills, scholars have given special attention to MALL's contribution to vocabulary development (Kacatl & Klímová, 2019; Lu, 2008; Zhang, Song & Burston, 2011). Arguably, this is true in view of vocabulary's intrinsic ability to be divided into manageable chunks, which is convenient when creating and processing content in the considerably smaller portable devices (Kacatl & Klímová, 2019).

2.2.4. Limitations

In spite of the potential of a smartphone to become a precious asset to SLA, a number of issues preventing individuals from accepting and adopting this innovative technology have been ascertained by both teachers and researchers. Technical limitations as well as psychological factors are found to constitute a challenge for the individuals involved (Wang & Higgins, 2006).

First, the transition from stationary computers to mobile devices was not instantaneous, since, originally, mobile phones were considered to be greatly inferior. The portable phone devices' built-in characteristics resulted in limited functionality; such technical issues included small screens producing low-resolution image, audio of inferior quality, cumbersome text entry process, inadequate storage capacity and lagging internet connectivity (Burston, 2011; Godwin-Jones, 2011). After the dramatic evolution of mobile phones, though, these inconveniences ceased to exist, since the devices were equipped with larger, high-definition touch screens, improved audio hardware and software, virtual keyboards, a powerful processing unit and extended internal memory (Godwin-Jones, 2011). These smartphone features are offered by a wide range of manufacturers, though, raising issues of possible software incompatibility among different operating systems. As a result, instructors have to burden themselves with safeguarding content accessibility via a number of different smartphone devices owned by students and even be in a position to provide help for technical issues (White & Mills, 2014). However, it is not solely the diversity of smart devices that poses a problem; Smartphone ownership or constant access cannot be taken for granted. In this manner MALL incorporation within classroom premises can be viewed as heightening inequalities among the school population (Karunasri, Damodar & Ravikumar, 2022).

Nevertheless, even when teenagers own an interactive touchscreen device and carry it at all times, they do not necessarily involve it in their learning. Wang and Higgins (2006) suggested that learners see their phones as entertainment devices and do not feel comfortable with using them within the instructional setting and Burston (2011, p. 3) recognizes a sense of “intrusiveness” that might function as a limiting factor in viewing it as an SLA tool. The fact that the device is personal and is primarily used for entertainment and communication with the people learners are the closest to renders them reluctant to allow teachers and educational resources and activities to intrude into this safe space (Ushioda, 2013). In the same commentary, Ushioda (ibid.) makes mention of the possibility of “superficial” involvement in learning activities on the part of the students who are more willing to use mobile devices for educational purposes. She attributes this levity to either the easiness of seizing and discarding learning opportunities while on the go or the practical limitations of the device, namely the smaller sized screens or keyboards.

Smartphone use has been also denounced as responsible for decelerating the learning process within instructional environments. Kates, Wu, and Coryn (2018) suggest that mobile devices have a negative impact on learners' ability to understand and recollect information because they eventually engage in activities unrelated to their learning. Smartphones have also been accused of diverting students' attention from the activity at hand even when they do not use them, as notifications can sidetrack them, and the time needed to redirect their attention to the educational task is estimated to be 20 minutes (Dontre, 2021). Another point raised is that smart devices incorporation might render classroom management a laborious task for teachers on account of students' tendency to get involved in non-school related activities or the subsequent commotion (Nikolopoulou, 2020; Schulstad, 2013; White & Mills, 2014; Woodman, 2014).

2.2.5. Attitudes

In order to establish the significance of individuals' attitudes exploration in the present study, it is important that the term be clarified. A consistent and unyielding manner of feeling, thinking, or witnessing people, objects, events, or places can be referred to as an attitude (Guyer & Fabrigar, 2015). The concept is multifaceted, since it encompasses cognitive, affective, and behavioral aspects. With regard to new technologies, these predispositions pertain to individuals' appraisal of the ICT tools themselves, as well as of the activities making use of them (Smith, Caputi & Rawstone, 2000).

In the field of education, attitude has been a notion highly regarded and meticulously inquired by scholars, since it is argued that it has a tremendous impact on learning, and, particularly, language leaning (Dörnyei, 2003). It has also been associated with generating motivation to initiate language learning, as positive attitudes towards the target language and its speakers might result in willingness to engage in learning (Dörnyei, 2001). The role attitudes play in technology incorporation is equally important; it has been pinpointed that individuals are not able to avail themselves of its substantial benefits unless they adopt a positive view of such tools (Gonulal, 2019). Besides, as far as MALL is concerned, negative perceptions about smartphone mediated learning could lead to lack of motivation and interest in using mobile devices within an educational context and, therefore, their performance in MALL activities would be hindered (Nikolopoulou & Gialamas, 2017).

Attitudes towards smartphone use in instructional settings have been recently studied quite extensively indicating that the greatest number of both teachers (Alzubi, 2019; Nawaila, Kanbul & Alhamroni, 2020; Saidouni, & Bahloul, 2018) and students (Kacetl, & Klímová, 2019; Machmud, 2018; Metruk, 2020; Saidouni, & Bahloul, 2018; White & Mills, 2014) advocate smartphone mediated learning. Nevertheless, instances of opposition to this kind of innovative practice are present as well.

White and Mills (2014) attempted to observe the perceptions and habits over the course of a 12-month period of time by reexamining the same population one year after the first evaluation. They reported a growing number of students using smartphones and a positive attitude towards deploying such devices in their learning experience; several individuals were found to be reluctant and unaware of the ways they could exploit them for educational purposes, though. Saidouni and Bahloul (2018) reported that learners see their smartphones as useful tools which can enhance their learning, while a minority did not regard them as motivating, but rather as distracting tools.

In the same paper, most teachers appeared to welcome MALL into their classrooms and appreciate the opportunities offered, limitations regarding class size and management, as well as training needs were recognized though. In Alzubi (2019), EFL instructors eagerly deployed smartphones on the grounds that activities such as e-mail exchanges, internet navigation and educational apps use facilitate their students' learning. Yet, the limitations regarding class size and management as well as the training needs were recognized. Educators' disinclination to MALL adoption has been also observed and is often seen as a result of fret and lack of confidence in children and adolescents that they might not be mature enough to handle and utilize mobile devices for educational purposes (Thomas, et al. 2014).

2.2.6. The Greek context

Research conducted in the Greek educational context (Makrogiorgou & Antoniou, 2016; Oulousidou, 2018; Papaefthymiou-Lytra, 2014) provides us with promising findings regarding technology incorporation in the EFL classroom where the affordances of new media appear to be recognized. Studies focusing on individuals' attitudes were also realized during the past decades and indicated a favorable predisposition (Demetriadis et al., 2003; Karkoulia, 2016; Katerini,

2013; Spiris, 2014). However, despite the positive attitudes, several limitations to achieving 'normalization' were highlighted in all papers. Bax (2003, p. 23) coined the term 'normalization' to describe the context in which technology is "embedded in everyday practice" and, thus, cannot be seen as an additional feature. Such constraints pertain to the absence of appropriate equipment, training, and curricular modifications (Karkoulia, 2016; Spiris, 2014).

As far as mobile technology integration in particular is concerned, it seems to be considerably more onerous compared to more traditional technological tools, such as computers and interactive whiteboards. Nikolopoulou (2018, p. 500) argued that mobile learning in Greece is still "in its infancy". She expounded on that by referring to governmental legislations banning mobile phones within educational institutions and pinpointing that students can make use of their devices during intervals, but only illegitimately and, thus, clandestinely. More specifically, according to Greece's official legislative framework students in both primary and secondary education are not allowed to have cell phones or any other form of technology that uses an image or sound processing system in the classroom (Nikolopoulou, 2020). Indeed, several research projects on MALL identified institutional restrictions as one of the fundamental reasons why such practices are not adopted by educators (Kaimara et al., 2019; Seralidou & Douligeris, 2016; Woodman, 2014).

Despite the restrictive policies in schools, research has shown that many individuals in Greece embrace new technology incorporation. Nikolopoulou and Gialamas (2017) examined the attitudes and self-efficacy of students on the use of mobile devices within a Greek junior high school and found that an overwhelming majority of the participants reported high confidence in their ability to use their devices. This was associated with positive attitudes and feelings towards smartphone use as well as their independent control. Nikolopoulou (2020) explored Greek secondary education instructors' beliefs concerning benefits and limitations of smartphone use in the classroom and identified primary advantages such as students' enthusiasm and active participation, immediate accessibility to materials, and their acquaintance with technology as well as obstacles such as the absence of equipment or its limited availability, followed by the present laws governing the use of tablets and mobile phones, concerns regarding difficulty in maintaining classroom control and possible inappropriate conduct on the part of students.

Conclusion

In conclusion, this chapter has systematically explored the theoretical underpinnings of Mobile-Assisted Language Learning (MALL) within the context of evolving educational landscapes. The exploration of the role of technology in education, MALL's definition, its integration into classroom practices, alongside its myriad benefits and limitations, has provided a comprehensive understanding of this dynamic educational approach.

3. Research methodology

Introduction

This chapter outlines the research methodology employed to examine the perspectives of teachers and students towards the integration of Mobile-Assisted Language Learning (MALL) in English as a Foreign Language (EFL) classrooms. The study adopts a case study design and a mixed-methods approach, integrating quantitative and qualitative techniques within a pragmatic paradigm which prioritizes the research problem and uses all available methods to examine it and obtain practical results leading to solutions. The chapter presents the research question and sub-questions, and then details the research design, data collection procedures, participants, and data analysis techniques.

3.1. Presentation of research questions

The previous section suggested that, according to literature review, both teachers and students appear to be favorably disposed towards mobile learning. This study takes positive research findings concerning individuals' attitudes towards MALL implementation as a point of departure and examines the relation between these perceptions and practical instructional practices. To this end, the questions posed as the basis of the research investigate the degree of mobile technology incorporation as reported by participants, as well as the effects of such integration on both learners' level of motivation for language learning and the language acquisition process itself. Therefore, the main question of the researcher is formulated as follows:

- What are the teachers and students' attitudes towards the integration of Mobile-Assisted Language Learning in EFL classroom practices?

For the main question to be answered, a number of related questions have to be examined:

- To what extent are mobile phones incorporated in the teaching and learning process?
- To what extent do teachers believe that the use of mobile phones as assisted materials for classroom practices promotes language acquisition?

- To what extent do learners believe that the use of mobile phones as assisted materials for classroom practices facilitates their learning?
- To what extent does the use of mobile phones affect learners' motivation to participate in the learning process as reported by teachers and students?

3.2. Justification of research approach

This study intends to elucidate issues of innovative teaching practices – MALL – and EFL practitioners and learners' opinions about them. In every inquiry, the researcher's different philosophical orientations and beliefs, that is their worldviews (Creswell, 2014), guide them towards the selection of an approach to investigate, thus, even if they are not explicitly stated, they have an important impact on the inquiry process (Slife & Williams, 1995 in Creswell, 2014). The particular researcher's need for collecting data that can directly inform decision-making and promote MALL incorporation in EFL classes coincides with pragmatism, which embraces the idea of applying research findings in real-world situations (Creswell & Creswell, 2017). The main objective is to identify strategies and solutions aligning with language learning aims, hence, pragmatism, in this case, operates as a guiding principle to encourage the formulation of sound judgements that improve the quality of teaching and learning.

Pragmatism allows for flexibility in selecting methods that are most effective in answering variegated research questions. Within this inquiry, both the acquisition of a broad understanding of learners' perspectives and the qualitative insights of teachers are to be addressed grounding the research in the mixed-methods research approach. A mixed methods research design leverages the advantages of both quantitative and qualitative approaches (Creswell & Plano Clark, 2017) and entails the gathering of data utilizing a combination of quantitative and qualitative instruments. To be more precise, learners are given questionnaires to complete in order to collect quantitative information pertaining to their opinions, preferences, and potential difficulties they face, whereas teachers are interviewed in depth to capture their viewpoints, experiences and pedagogical approaches in relation to MALL instruction.

The quantitative tool constitutes a systematic and effective means of gathering data on a bigger scale, enabling a more comprehensive overview of learners' attitudes, and allowing for the

identification of patterns among participants' responses. Furthermore, the anonymity offered by surveys emboldens students to voice their opinions more candidly compared to being placed opposite a teacher researcher and empowers the researcher herself to delve into their sincere views and feelings. On the contrary, semi-structured, open-ended interviews cater for more in-depth exploration of the ELT professionals who are in a position to make principled decisions within their teaching situation. For the purposes of close examination of the smartphone use in Greek classrooms and the stakeholders' attitudes towards it, a case study investigating the educational setting of a foreign language school classroom will be implemented.

3.3. Description of the research method

The research method employed in the present inquiry is a case study. A case study entails an exhaustive inquiry of a program, event, individual or groups of individuals (Creswell, 2014). As highlighted by Cirocki and Arceusz (2016), case studies might be of high interest for teacher researchers, because such research methods enable instructors to investigate phenomena and practices deriving from their teaching experience and result in finding answers or developing greater understanding of specific situations. The teacher-researcher aspires to explore the case of a Greek foreign language school classroom and the participants' attitudes towards the contemporary phenomenon of MALL practices for a short period of time and, thus, conduct an exploratory case study. The case study design offers a comprehensive and detailed understanding of the views and experiences of instructors and students regarding MALL integration in EFL classrooms, making it especially suitable for examining complex phenomena within their real-life settings (Yin, 2018).

For the purposes of the study, the researcher was obliged to spend a notable amount of time being personally involved at the research site (Creswell, 2014). Prior to investigation procedures, meetings with the foreign language school administration had to be scheduled, so as to discuss ethical issues. Following that, the cases – specific foreign language school classes had to be selected and recruited. An array of informal conversations with colleagues concerning their schedule and general pedagogical practices led to determining the participants of the study.

3.4. Presentation of research participants

In order for the selection of individuals to be realized, the non-probability sampling method was deployed. Non-probability sampling aims to represent a particular subset of the larger population rather than the entire population (Katsillis et al., 2020). This subset is carefully chosen by the researcher so as to meet the needs of the specific investigation (Cohen et al., 2002). This investigation entails the closer examination of individuals' perspectives upon the MALL approach and, therefore, the slightest familiarity with such instructional practices is rather a prerequisite. Furthermore, non-probability sampling caters for the strict time frame of 16 weeks within which research procedures as well as the master's degree dissertation have to be completed.

The participants of the case study in question are both EFL teachers and learners in a foreign language school located in the northern suburbs of Attica region and specialized in English, French and German languages teaching, junior high school, and high school tutoring, as well as university entrance exam preparation. The particular school, which was selected as a member of the Greek ELT community, comes from the immediate work environment of the researcher, which implies convenience sampling (Dörnyei, 2007). Hence, the sample might exhibit bias (Mackey & Gass, 2005), it can nevertheless yield rich data (Dörnyei, 2007).

Overall, there are 20 instructors belonging to the ELT community, each of whom teaches 4 to 5 classes consisting of 4 to 9 students each. The large number of individuals teaching and studying within this instructional context did not allow the researcher to implicate the total population, thus, a sample of 3 language instructors and 54 of their students were selected by the researcher to be investigated. The teachers who were interviewed are all females, have been teaching the English language for 10 to 20 years and have been members of the language school team for 7 to 16 years. As for the group of learners, it comprises 30 male and 24 female EFL students of varied proficiency levels. More specifically, the number of students corresponding to each level is: 18 of the B2 level, 13 of the B1+ level, 9 of the C1 level, 6 of the A2 level, 5 of the C2 level and 3 of the A2/B1 level according to the Common European Framework of Reference (Council of Europe, 2001). The overwhelming majority of research participants are minors aged between 11 and 16 years old, there is one 27-year-old adult student though. Since the learners

belong to different groups, their overall competence, as well as their performance in individual language skills and their motivation levels are not easy to identify at the beginning of the research project.

3.5. Description of the data collection tools

In this section, we delve into the data collection tools employed in this study to explore teachers' and learners' attitudes towards Mobile-Assisted Language Learning (MALL) in a Greek foreign language school. The researcher used two primary tools, interviews and questionnaires, to offer thorough insights from both qualitative and quantitative perspectives.

3.5.1. Interview

Data concerning teachers' attitudes towards MALL implementation were collected by conducting qualitative interviews, a prominent data collection tool in social research which allows for the recording of subjective views of the respondents (Hopf, 2004). One-on-one interviews (Cirocki & Arceusz, 2016) were carried out with three EFL instructors, who have been teaching at the particular language school for several years, in order to access their personal views on the issue of smartphone use in the classroom. The two parties to the interview, namely the teacher-researcher and each of the three colleagues, came to a mutual decision as for the preferred time for the meetings and used the language school staff room to engage in conversation in peace.

Before the interviews occurred, the respective protocol had to be devised by the researcher, which included information such as the interviewer's and interviewee's name, the setting, any necessary instructions, and the questions themselves (Creswell, 2014). Equally important, prior to conducting the interviews, piloting them is necessary to detect any problematic areas that might inhibit actual data collection (Mackey & Gass, 2011). Piloting the interviews involved using the interview protocols devised by the researcher and carrying out the interview with a number of colleagues, who are not employed in the foreign language school and, thus, are not participants of the research.

The interviews are face-to-face and semi-structured, so participants have the opportunity to interact with the interviewer and elaborate further during their response to open-ended questions formulated by the researcher (Creswell, 2014). The formerly planned set of questions

includes 13 items inquiring into individuals' teaching experience, use of technology and smartphones in their classroom practices, their views regarding MALL approach's impact on language acquisition and motivation matters, as well as their concerns and practical suggestions for future applications. Due to the semi-structured nature of the interviews, even though the interviewer relies on the prepared questions, supplementary queries arise during the discussion and opportunities for the interviewee to develop their thoughts in greater detail are given. In this way the researcher will be in a position to acknowledge the degree to which main and follow up questions are sufficient for participants to express themselves in depth and valuable data are to be collected.

The whole conversation was recorded by the interviewer using a smartphone and, consequently, explicit agreement from individuals before recording them was required (Mackey & Gass, 2011; Creswell, 2014). The EFL practitioners assented by signing a consent form devised by the researcher. Apart from the audio recordings which were transcribed at a subsequent time, data was collected in the form of written notes during the interview as suggested by Creswell (ibid.) in case the recording equipment stopped working or other technical issues emerged.

3.5.2. Questionnaire

The investigation of learners' attitudes towards smartphone mediated learning was carried out with the help of a computer, self-administered questionnaire, a tool of data collection frequently used in L2 research in view of its unique affordances; they are simple to develop, highly adaptable and permit the rapid gathering of an abundance of data in an intelligible form (Dörnyei & Taguchi, 2009). Brown (2001) defines questionnaires as instruments in a written form that pose a sequence of questions or statements to individuals who respond by completing their own answers or selecting from pre-existing ones. Providing the researcher intended to take into consideration the perceptions of nearly all learners who have been taught by the interviewed ELT teachers, the aforementioned instrument was selected allowing for the processing of copious amounts of data. Then again, according to Bryman (2007), by deploying a carefully devised questionnaire the researcher might be able to elicit respondents' subconscious perspectives and diminish interviewer-influenced bias and increase reliability of results.

A close examination of the questionnaire may illuminate its fundamental components as well as the underlying principles of its design. First, participants are presented with the title of the questionnaire in order to encourage them to activate prior knowledge pertinent to the content of the questions and, subsequently, an opening greeting is introduced. As suggested in literature, this introductory section offers the necessary information concerning the topic and scope of the investigation, the researcher and the organization which is responsible for the research, and a series of statements safeguarding confidentiality, clarifying the absence of right or wrong answers, and thanking individuals for participating (Dörnyei & Taguchi, 2009; Leung, 2001). After that, there are thirty-five questions which, except for one requiring the participants to write their age, are closed type, and can be answered by selecting the appropriate choice. Respondent time for closed type questions is substantially reduced and the process of analyzing and presenting obtained data on the part of the researcher is facilitated (Leung, 2001).

In accordance with Dörnyei and Taguchi's (2009) classification, factual, behavioural, and attitudinal questions are included in the learners' attitudes questionnaire since data referring to individuals' demographics, habits and opinions are to be collected. More specifically, the questionnaire is divided into four main sections; demographics, technology use, smartphone use and attitudes towards smartphones. The last section is made up of three more subsections, namely cognitive, affective, and behavioural following the threefold concept of the term attitude as presented at an earlier stage. As proposed by Burgess (2001), factual items constitute the first section on account of the seeming effortlessness with which they can be addressed by the target population. For a similar purpose, broad questions with regard to technology use precede ones relating to smart devices use and the more specific items addressing individuals' perceptions (Leung, 2001).

As far as the format of responses is concerned, there are 4 distinct types of questions, namely multiple choice to determine individuals' gender and level of proficiency, checklists for technological tools and their educational uses, Likert scale to explore the frequency of technology and smartphone integration, as well as the degree of agreement with a series of statements concerning opinions and feelings towards MALL, and the open-ended question addressing participants' age. For the items of primary interest, i.e. the ones targeting learners' beliefs, feelings, and routines, two variations of the Likert scale were employed; the first set of

responses included the options: *Strongly agree/ Agree/ Disagree/ Strongly disagree*, while in the second variation, the standard set was manipulated, and the options: *Always/ Often/ Rarely/ Never* were used. Nevertheless, in both variations the researcher opted for an even number (4) of choices omitting the middle/ neutral point in an attempt to encourage participants to make a decision instead of compromising by selecting the intermediate option (Dörnyei & Taguchi, 2009). Ultimately, another aspect borne in mind by the researcher was the language in which the questionnaire had to be written. Provided that language should not hinder the expression of veracious opinions on the part of the students (ibid.), the questions were originally written in English, then they were translated in Greek and, therefore, both languages appear on the final survey.

3.6. Description of the data analysis tools

This research project employs the mixed-methods approach harnessing the strengths of both qualitative and quantitative data collection instruments, namely interviews exploring teachers' viewpoints and questionnaires addressing learners' beliefs and preferences. Hence, for a thorough data analysis to be performed qualitative and quantitative frameworks had to be devised so as to extract valuable information and gain a profound understanding of the complexities inherent in Mobile-Assisted Language Learning within an EFL classroom setting.

3.6.1. Analysis of the teachers' interviews

Initializing the analysis of data gathered during one-to-one interviews presupposes the fastidious transcription of audio recordings made by the researcher followed by the exhausting familiarization procedure (Braun & Clarke, 2006). A researcher may become conversant with the content of the oral exchanges by reading through the transcripts repeatedly and even begin to record broad observations and comments in the margins of transcribed notes (Creswell, 2014). This preliminary phase is essential for obtaining a deep comprehension of the data and enabling early insights and patterns to be identified.

Afterwards, the researcher proceeds with the coding process which entails organizing data into segments and assigning a word – code describing a specific category (Creswell, 2014) and the investigator is to decide between hand coding and the use of a Computer-Assisted

Qualitative Data Analysis Software (CAQDAS) (Baralt, 2012). The researcher opted for hand coding and proceeded with the coding process which is divided into two distinct stages; initial coding when data is classified inductively and new themes emerge, and focused coding when prominent, recurring codes are discovered (Charmaz, 2006). In this study, significant terms and concepts associated with smartphone use and attitudes towards MALL were initially defined and then the number of codes was reduced to the most pertinent which directly address the research questions.

Once coding is completed the researcher continues with thematic analysis which, according to Braun and Clarke (2006), is the cornerstone of the analysis. This stage entails acknowledging and assessing themes that arise straight from the information collected. “MALL Integration” as well as “Benefits of MALL Integration” are examples of themes identified by the researcher who viewed them as capable of providing information about teachers’ feelings and experiences related to MALL incorporation. It is of vital importance that the arising themes are interpreted in the light of the larger body of existing literature in order to contextualize research findings (Creswell, 2013). Subsequently, to enhance validity (Gibbs, 2007), the results were discussed with one of the interviewees, and the coding process, as well as the interpretations, underwent a thorough review by the supervising professor.

Eventually, the report on the research findings was to be produced so that the findings are presented narratively including representative participants’ direct quotes supporting the themes discovered (Riessman, 2008). At this stage, the researcher attempts to illustrate what kind of knowledge was acquired through the research, how it correlates to existing research work, as well as pose questions and advocate a reform agenda (Creswell, 2014).

3.6.2. Analysis of the learners’ questionnaire

Questionnaires completed by EFL students at the foreign language school were also collected to be analyzed. Even though surveys constitute a quantitative instrument for data gathering, statistical analysis of the results was not carried out. On the contrary, the researcher followed a narrative analytical framework. As Labov and Waletzky (1967) define it in technical terms, a narrative is any arrangement of clauses featuring a minimum of one temporal conjunction which establishes a connection between the events described in the clauses. In the same spirit, this

analysis focuses on identifying important insights, patterns and trends regarding smartphone use in EFL classrooms and the effectiveness of MALL arising from combining all data. It is worth mentioning though that some graphs as well as insights have been already provided by the online survey tool utilized, namely Google Forms.

The researcher commenced analyzing the questionnaires by preparing and cleaning the data; that is verifying data entry accuracy and categorizing responses in relevant segments including demographic information and sections addressing technology use and cognitive, affective, and behavioral attitudes towards MALL. Then, descriptive analysis was realized, and frequency distributions were assessed to establish the prevalence of particular reactions to the Likert-scale questions (Creswell, 2014) and identify broad patterns and viewpoints regarding smartphone use among students. Responses according to different demographics, such as gender age or proficiency level are compared by the researcher to detect any notable differences in attitudes or usage patterns and then relationships between variables like smartphone usage frequency and perceived effectiveness of MALL are to be identified.

At a subsequent time, a coherent narrative is constructed by integrating the data. This entails analyzing the information in light of the research questions to form a narrative encapsulating the main conclusions drawn from the data emphasizing the themes and patterns previously discovered. Within this inquiry, this account should describe how EFL students interact with and evaluate MALL within their learning setting. Along with narrative interpretation, visual presentation of data is facilitated by the incorporation of charts and graphs devised by Google Forms. This enhances accessibility to the data and allows a clear visual depiction of patterns and trends (Few, 2009). Ultimately, any findings are situated within the currently published literature on EFL and MALL offering insights into their implications for EFL methods of instruction while also validating the outcomes and placing them within the larger academic discourse.

3.6.3. Ethical considerations

Adhering to ethical considerations, which entail research participant protection, is among the most fundamental principles of a study (Bell & Bryman, 2007). Measures ensuring ethical integrity, as well as validity and reliability of this study were taken following established

guidelines with regard to informed consent, confidentiality, and secured information processing. Prior to contacting individuals, approval had been obtained from both the Hellenic Open University and the administration of the language school to conduct the study.

One of the elemental concepts of the research method is the notion of informed consent. Consent forms containing details on the objectives, methods, risks, and benefits of the study were employed for teacher interviews. This complies with the best practices in qualitative research as indicated by Creswell (2014), who accentuates the significance of informed participation. In a similar direction, an introductory part outlining the study's purpose to respondents had been incorporated in the learners' surveys, reinforcing their voluntary participation. The aforementioned approach aligns with the recommendations made by Mertens (2023), who supports the transparent dissemination of research objectives and participant rights.

Taking participant anonymity and confidentiality into account, identities of participants were omitted or anonymized in the presentation of results, as suggested by Lincoln and Guba (1985) to preserve ethical principles. Thus, participants' anonymity was safeguarded, and it was guaranteed that their replies cannot be linked back to them (Sieber & Tolich, 2012). Furthermore, participants were ensured that they were safe from psychological or emotional harm at every stage of the research procedure. Especially, within the context of teacher one-to-one interviews where face-to-face interaction took place and sensitive issues pertaining to personal teaching practices were discussed, the interviewer was cautious about conducting the inquiry in a considerate and non-intrusive manner, as per the ethical ideal of beneficence proposed by Orb, Eisenhauer, and Wynaden (2001).

Finally, handling of data was realized assiduously, since access to the data was limited to the researcher and their supervisor and information was processed and maintained securely for both teacher interviews and student surveys meeting the American Psychological Association's ethical standards for data handling (APA, 2017).

Conclusion

In summarizing this chapter, it is evident that the research methodology adopted for this study was meticulously designed to capture the multifaceted perspectives of teachers and students on

the integration of Mobile-Assisted Language Learning (MALL) in EFL classrooms. The case study approach, situated within a mixed-methods framework, has been instrumental in providing both breadth and depth to our understanding of the research problem.

4. Data results, analysis, and discussion

Introduction

The fourth chapter presents the research findings based on the gathering of individuals' reactions through interviews and questionnaires. Afterwards, data are interpreted through the lens of the investigator's beliefs and experiences leading to the discussion of the key findings regarding the individuals' perceptions of MALL and the ways in which these opinions, behaviors and respective policies are interdependent.

4.1. Results of data collection tools

First, qualitative data from the thematic analysis of EFL instructors' interviews will be detailed, while in the following section, questionnaire data results will be presented in a narrative approach.

4.1.1. Qualitative data

Three types of data were generated by the teachers' responses; namely, demographic, behavioral and attitudinal data. Before engaging in MALL related dialogue, participants responded to some demographic questions regarding their teacher experience. All three interviewees are female teachers of English with varied levels of experience both in general and specifically at the school in question. The first teacher's moderate experience of ten years, of which seven years have been spent at the current school, offers insights potentially blending both traditional and modern teaching methodologies. The second participant has a rich teaching background with twenty years of experience in the field and has been teaching at the current school for seven years. Her extensive experience is likely to provide a deep understanding of the evolution in teaching practices, including the integration of technology in education. The third interviewee has also been an EFL instructor for the last twenty years and 16 of these years have been at the current school. Her long tenure at the same school suggests a profound familiarity with the institution's educational practices and student demographics, offering valuable insights into the longitudinal integration of MALL in the school's curriculum. A summary of demographic information is presented in the table below (Table 1).

Table 1: Teachers' demographic data

Participants	Gender	Teacher experience (years)	Teacher experience at this school. (years)
Teacher 1	Female	10	7
Teacher 2	Female	20	7
Teacher 3	Female	20	16

An array of themes was revealed in the thematic analysis of the behavioral and attitudinal data obtained through the interviews with the EFL practitioners (Table 2). These themes accompanied by the findings are detailed below including some direct quotes coming from the three teachers (T1, T2, T3).

Table 2: Themes from qualitative data

Themes	
1.	MALL Integration
	<i>Sub-theme one:</i> Patterns and Frequency of MALL
	<i>Sub-theme two:</i> Pedagogical Applications and Purposes of MALL
	<i>Sub-theme three:</i> Age-specific Impact and Efficacy of MALL
2.	Benefits of MALL Integration
	<i>Sub-theme one:</i> Effectiveness of MALL in Language Learning and Acquisition
	<i>Sub-theme two:</i> Students Motivation and Engagement Through MALL
3.	Extension of MALL to Homework and Out-of-Class Learning
4.	Challenges in Implementing MALL
	<i>Sub-theme one:</i> Institutional Framework and Policy and other Practical Limitations
	<i>Sub-theme two:</i> Professional Development Needs for Optimal MALL Usage
5.	Perspectives and Projections for the Future of MALL

Theme One: MALL Integration

Sub-theme one: Patterns and Frequency of MALL

Interviewees responded to the initial questions regarding the extent to which smartphones were part of educational practices. There was a consensus on the regular use of MALL in some classrooms, though the frequency varied. Some teachers used it daily, while others preferred occasional use, often dictated by lesson requirements and pedagogical goals. The absence of a discrete action plan regarding their MALL practices is evident in T3's reaction: *"It depends, it depends. It depends on the task that they're gonna use it for..."* when responded to the degree to which smartphone devices were integrated. Incorporation also depended on classroom profile and the age of students as seen in the following excerpts of T1 *"Not with all my students. As I said before, it depends on their age and it's, uh, sometimes it depends on how focused they can be in the lesson."* The latter statement relates to teachers' concerns about their learners not being adequately mature to properly operate and utilize mobile devices for learning (Nikolopoulou, 2020; Thomas, et al. 2014).

Sub-theme two: Pedagogical Applications and Purposes of MALL

When teachers were inquired of the ways they integrate smartphones in their teaching they identified diverse applications of MALL, including vocabulary enhancement, project work, and educational videos. Emphasis is placed on exploiting smartphones when teaching vocabulary, since they all encourage their learners to use them as dictionaries and/ or thesauruses. Indeed, T2 recognizes vocabulary work as the primary purpose of usage commenting: *"Especially with older students, C1 and C2 levels, we use it mainly for vocabulary, to find synonyms, use thesauruses. Mostly that."* Reported focus on vocabulary is in consonance with existing literature highlighting MALL's contribution to the development of the specific skill (Kaceti & Klímová, 2019; Lu, 2008; Zhang, Song & Burston, 2011).

Sub-theme three: Age-specific Impact and Efficacy of MALL

Even though age was not addressed directly by the researcher, it appeared to be a factor in integrating or not MALL practices within the classroom according to the educators. The majority of teachers reported that they incorporate smartphones mainly with older students primarily

because they can utilize these devices to access a broader range of vocabulary and learning resources, enhancing their language learning experience. One educator elaborated on this point, stating: *“For older students, yes, [smartphones] are [useful], because they get to use a wider variety of vocabulary, so it's quite useful for them. Uh... for younger ones, it should be useful, but it kind of makes them more noisy and naughty occasionally.”* This quote highlights the perceived benefits and challenges of MALL integration across different age groups. While older students are seen as capable of leveraging the educational advantages of smartphones, there is a concern that younger students might become distracted or disruptive when using these devices in the classroom.

Theme Two: Benefits of MALL Integration

Sub-theme one: Effectiveness of MALL in Language Learning and Acquisition

All participants acknowledge the benefits of MALL. Two teachers commented on the availability factor; students have their devices at their disposal “24/7” and, therefore, classroom and study materials are accessible to them anytime; such availability has been put forward since it distinguishes MALL from CALL (Godwin-Jones, 2017; Kourtis-Kazoullis & Vlachos, 2014; Kukulska-Hulme & Shield, 2008). Furthermore, one teacher mentioned integrating smartphones in writing instruction as, while using some applications, learners are encouraged to work at their own pace as they respond to prompts or brainstorm ideas individually and share them at a subsequent time.

Sub-theme two: Student Motivation and Engagement Through MALL

When the teachers were asked whether they think that mobile devices use has an effect on students' motivation, the answer was unanimously yes. MALL was noted to significantly boost student motivation and engagement, making learning more interactive and enjoyable, which in turn seemed to enhance participation and interest in language learning. T3 noted that: *“Mm-hmm, [smartphones have] a positive impact on learners' motivation], because it's something that they're familiar with, it's something that they use every day, something that they enjoy using, and it's also. Quite easy for them to use.”* Teachers have realized that their learners feel comfortable using their devices as they have been using them to such a great extent that they find it

tremendously effortless. This argument is quite similar to what Nikolopoulou (2020) presented concerning teachers' perceived benefits of MALL.

Theme Three: Extension of MALL to Homework and Out-of-Class Learning

Opinions varied on the use of MALL for homework and out-of-class activities. Some teachers consider it “*mandatory*” highlighting its role in facilitating continuous and self-paced learning supporting the extension of language learning beyond classroom walls (Burston, 2012). Students are encouraged to use the coursebook online platforms, watch videos, answer questions, look up words and find synonyms in thesauruses on their smart devices and as suggested by T3: “*Most of them don't even have desktops at home.*”, therefore such activities are realized by using their personal smartphones. Concerns for possible distraction during homework were reported by another instructor (T1) who responded: “*I think that it's easier for them to get distracted while they're at home.*” and suggested limited use in view of the possibility that they “*want to study and they start to study, but [...] end up in chatting with their friends.*”. Although distraction is an issue frequently brought into contention by educators and researchers (Nikolopoulou, 2020; Schulstad, 2013; White & Mills, 2014; Woodman, 2014), it is rather interesting that the same teacher had been propounding smartphone classroom use throughout the interview.

Theme Four: Challenges in Implementing MALL

Sub-theme one: Institutional Framework and Policy and other Practical Limitations

A number of obstacles impeding mobile phone use were expressed during the interviews. When the recruited teachers were asked concerning learners' freedom to make use of their own device within institutional and classroom settings, all three respondents reported that students are allowed to use their own smartphone devices. However, limited institutional support was mentioned in view of internet connection related issues within school premises as a teacher emphasized when pondering on the future: “*First, Internet connection. I think that it should be required for all the institutions to have one.*” while another pinpointed the lack of support for both learners and teachers when it comes to structured guidance on MALL use for educational purposes stating: “*They need to be encouraged more to use them. Uh, sufficiently and effectively. And... I don't... they need some guidance on how to use them properly. I mean not for*

entertainment during the lesson, but actually... To do class work.". This lack of knowledge of how to effectively incorporate the devices in language learning appears to be associated with students' distraction as a result of smartphone use during classroom practices or individual study time. Despite the fact that this generation is viewed as digital natives, T3 admitted that: *"There are some say skills that they don't have. I mean they know how to use the Internet, but when it comes to things such as, I don't know, maybe writing an e-mail or something like that or register for an online... for their online courses... uh... I see that they're not really say literate."* implying that early familiarization with technology does not always translate to effective use; a paradox illustrated in Bennett, Maton and Kervin (2008). Finally, the fact that not all students carry or own a mobile device was mentioned and one teacher even accentuated that inequality issues arise among students putting forward that: *"There are still teens that they do not, so it will maybe create inequality between students."*

Sub-theme two: Professional Development Needs for Optimal MALL Usage

While interviewees were addressing possible obstacles to implementing MALL instruction, lack of the necessary knowledge and skills was reported as mentioned above. T3 supported that EFL instructors *"should"* be skilled enough at this age, while T2 conceded that: *"Teachers themselves actually need some training."* highlighting the need for ongoing professional development to effectively integrate MALL into their teaching practices. They maintained that training is necessary for learners as well in order to realize the potential of MALL in their learning situation, as teachers do not always have the chance or knowledge *"to try to teach, teach students digital skills"* themselves. Besides, as being evident in T3's words: *"... but I don't know what is... new. When it comes to students, I mean what is out there for students to use in the classroom?"*, even well-informed professionals who incorporate contemporary technological tools in their daily practices, express their ignorance to a certain extent about materials and applications specifically designed for students.

Theme Five: Perspectives and Projections for the Future of MALL

The future of MALL was viewed optimistically, with suggestions for its expanded use by learners *"sufficiently and effectively"*, though, and integration into curriculum design facilitated by the stakeholders' requisite training and institutions' infrastructure improvements starting with

reliable internet connections. What is more, a teacher expressed a desire for more innovative applications and tools integrating artificial intelligence (AI). She already avails herself of AI in order to devise and develop teaching materials and firmly believes that similar tools must exist for learners to take advantage of.

4.1.2. Quantitative data

Quantitative data about learners' perceptions of MALL were collected through an online questionnaire (Appendix D). In this part, results are presented with respect to the different sections it was made up of; videlicet, demographics, technology use, and cognitive, affective, and behavioral attitudes.

Demographics

The questionnaire was answered by 54 students both female and male aged between 11 and 27 years old and belonging to A2-C2 proficiency levels. More details can be found in the table below (Table 3)

Table 3: Students' demographic data

N= 54	Number of responses (percentage)						
Gender	Male				Female		
	30 (56%)				24 (44%)		
Age (11-27)	14	15	13	11	12	16	27
	23 (42,6%)	9 (16,7%)	8 (14,8%)	8 (14,8%)	4 (7,4%)	1 (1,9%)	1 (1,9%)
Proficiency level	B2	B1+	C1	A2	C2	A2/B1	
	18 (33,3%)	13 (24,1%)	9 (16,7%)	6 (11,1%)	5 (9,3%)	3 (5,6%)	

Technology use

Items 4, 5 and 6 address technological tools incorporated within classroom practices as well as specific purposes for using such tools. Just under half (44%) of students reported that an overhead projector is used during their EFL lessons, followed by 34% who responded that their

teachers and they utilize a desktop computer. A little less than 20% stated that they use smartphones, while a tiny fraction reported that laptops are integrated. When asked how often they use smartphones, none of the respondents answered “Always” and almost a quarter (23%) selected “Rarely” to describe the frequency of smartphone use. Regarding the specific purposes for using technology, there was an array of selected items including to do listening or video viewing activities, use coursebook materials, do vocabulary and grammar practice and do writing activities.

Cognitive component of attitudes towards MALL

In items 7-12 students responded to statements concerning their beliefs, thoughts, and expectations for smartphone use. A large proportion (65% strongly agree and 30% agree) of learners view themselves as adept users of mobile devices needing no assistance and only a very small number (6%) think some help is required. As far as learning English is concerned, nearly half of the sample believe they are cognizant of ways to use their devices, but a third of learners identify the need for further guidance. What is noteworthy though is that nearly all students believe to an extent that smartphones enrich their opportunities to learn English (Figure 1) acknowledging the prospect of accessing materials anywhere and anytime, as well as working at their own pace. It is rather intriguing though that over 60% consider that smartphones might act as a distraction within the classroom setting (Figure 2).

Figure 1:Participants' answers on item 8

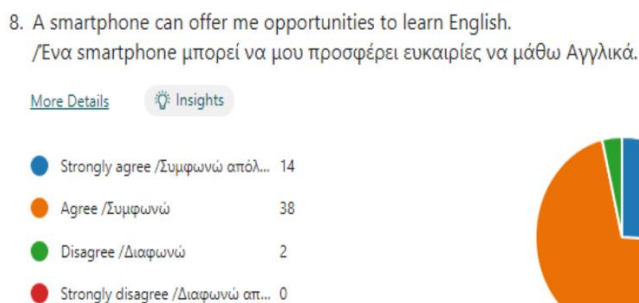
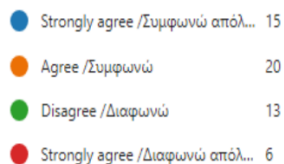


Figure 2: Participants' answers on item 12

12. A smartphone can be distracting in the English classroom.
/Ένα smartphone στην τάξη μπορεί να μου αποσπά την προσοχή.

[More Details](#)



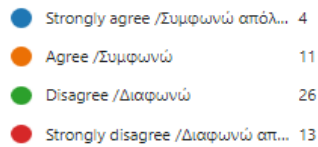
Affective component of attitudes towards MALL

In items 13-17 questions addressing respondents' feelings and preferences can be found. Learners reported the degree to which they feel relaxed, motivated, uncomfortable, and bored when using smart devices in class and whether they desire more frequent smartphone usage. Nearly three quarters (72%) admit that MALL increases their relaxation levels and 64% of respondents find themselves more inspired when completing learning activities using their devices. As for feelings of boredom and discomfort, it is remarkable that the answers to both respective queries are nearly identical with half (48% and 50% respectively) of learners disagreeing that such emotions are experienced and almost a quarter (22% and 24%) even express their strong disagreement (Figure 3). Finally, well over half (52% agree and 11% strongly agree) of learners wish to spend more time engaging in MALL in the classroom. Nevertheless, nearly 10% of students strongly contend against utilizing smartphones more frequently to finish assignments and other learning tasks in the classroom (Figure 4).

Figure 3: Participants' answers on items 15 & 16

15. I feel uncomfortable when I use my smartphone in the English classroom.
/Νιώθω άβολά όταν χρησιμοποιώ το smartphone μου μες στην τάξη.

[More Details](#)



16. I feel bored when I use my smartphone to complete learning activities in the classroom.
/ Βαριέμαι όταν χρησιμοποιώ το smartphone μου για να ολοκληρώσω δραστηριότητες εκμάθησης μες στην τάξη.

[More Details](#)

[Insights](#)

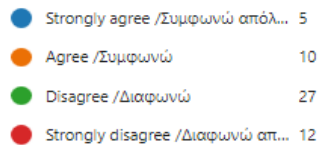
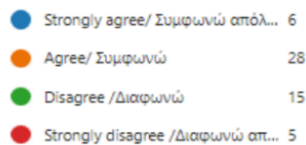


Figure 4: Participants' answers to item 17

17. I would like to use my smartphone more often to complete learning activities in the classroom.
/Θα ήθελα να χρησιμοποιώ το smartphone μου για να ολοκληρώνω δραστηριότητες εκμάθησης μες στην τάξη πιο συχνά.

[More Details](#)



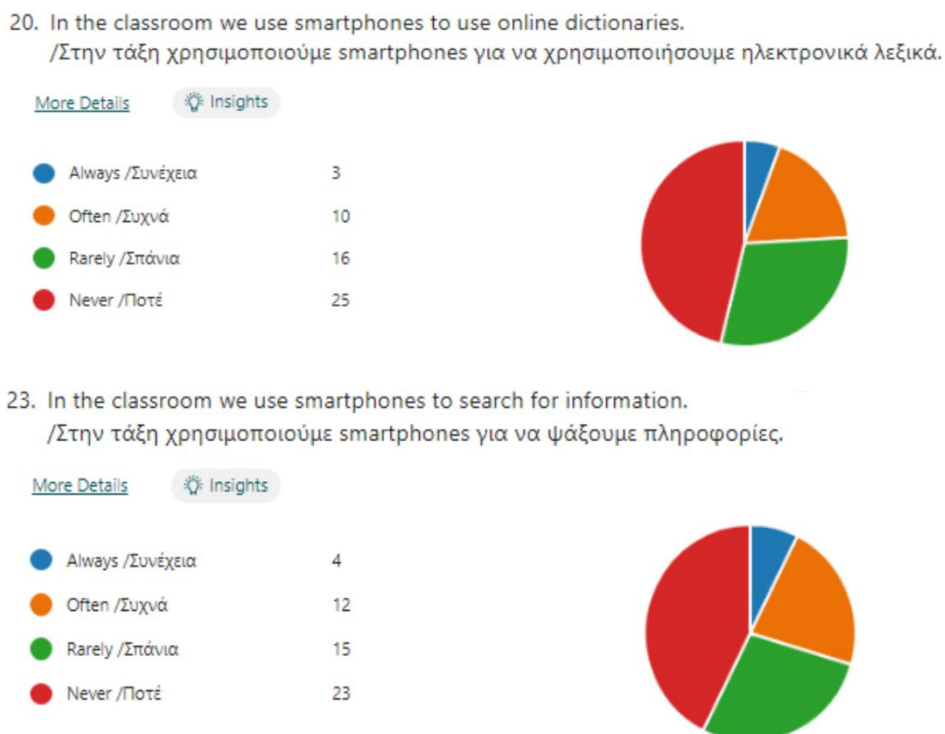
Behavioral component of attitudes towards MALL

In the last section of the questionnaire, items 18-35, learners reacted to questions with regard to MALL and their habitual actions both in the classroom environment and when they are on their own.

Part I: Habits inside the classroom

Regarding classroom practices, responses indicating limited smartphone use, “Never” or “Rarely”, appear significantly more often compared to “Often” and “Always”. The majority (89%, 67%, 65%, 63%, 61% and 61% respectively) of students report that portable smart devices are never used in the classroom to play games, share documents, use online practice platform, make audio/ video recordings, do vocabulary/ grammar practice or group projects. More frequent MALL integration is observed when students are required to use online dictionaries or search for information online. However, 28-30% of participants claim that even in these activities, smartphone incorporation rarely is opted for (Figure 5)

Figure 5: Participants' answers on items 20 & 23



Part II: Students' personal habits

On the contrary, reactions concerning individual use appear more diverse; they reveal a greater degree of MALL integration, though. Nearly three quarters (72%) of respondents always access the language school platform, Classter, in order to find homework and any relevant materials uploaded by instructors and over half (56%) of the population use primarily their mobile devices when searching for information on the Internet. As expected, a high number of participants usually (50% always and 24% often) play games on their mobile phones, albeit this reaction addresses both educational and recreational games. Frequent use is also recorded while communicating with teachers and classmates (41% always and 31% often) and being involved in learning tasks, such as searching for words in dictionaries (37% always and 31% often) and use the coursebook online practice platform (30% always and 37% often). The least popular tasks on smartphones among learners appear to be vocabulary and grammar activities (19% always, 37% often, 19% rarely and 20% never) and documents sharing (20% always, 22% often, 28% rarely and 30% never).

4.2. Discussion of the results

Discussion of research findings emerging from ELT practitioners will take place first; secondly, learners' responses will be evaluated and, ultimately, attitudes of both participant groups are to be juxtaposed as to come to some conclusions.

4.2.1. Teachers' interviews responses

The findings from the thematic analysis of EFL teachers' interviews yield significant perspectives on attitudes towards mobile facilitated learning within the Greek context, with substantial ramifications for educational practice and policy.

Even though the ELT professionals in this context do not have to be confronted with legislation banning cell phone use as discussed in research referring to the public sector in Greece (Kaimara et al., 2019; Nikolopoulou, 2020; Nikolopoulou, 2018; Seralidou & Douligeris, 2016; Woodman, 2014), issues of limited resources and need for guidance are aligned with earlier findings in Kaimara et al. (2019), Karkoulia (2016), Seralidou and Douligeris (2016), and Spiridis (2014). The study shows that teachers call for urgent attention to their and their students'

improvement of digital literacy, which underscores how crucial it is to incorporate digital skills into curricula for students and teacher preparation programs. A similar conclusion was reached by Kaimara et al. (2019) suggesting that educational institutions may be in a position to make greater use of MALL's advantages and guarantee that individuals are well prepared to use such tools productively, while in Seralidou and Douligeris (2016) emphasis was placed on nurturing solely the teachers' skills and confidence.

In contrast to the conclusions drawn by Panousi and Zorbas (2020) regarding language schools being technologically equipped, the teachers highlight the necessity for institutions to provide sufficient technological infrastructure, such as dependable internet connectivity. This reported unreliable internet access is rather striking considering the frequency in which technology is expected to be used in the specific context indicating a superficial incorporation. Furthermore, results connote the need for establishing supporting regulations guiding MALL integration, which have been already discussed in MALL research (Kaimara et al., 2019). Policies of this kind ought to regulate both the applications of intelligent portable devices and the pedagogical strategies for their successful implementation into language instruction.

It appears that these strategies have to be tailored according to different age groups since varied impact of MALL was reported. Corroborating the results of Woodman (2014), this study further demonstrates that the learners' age affects the extent to which mobile devices access is considered appropriate. It is suggested that age-specific approaches to MALL should be developed by educational policymakers and curriculum designers to ensure that its utilization is in line with the educational and developmental demands of various student groups. Even though certain educators seemed rather reluctant to utilizing mobile devices and applications with younger students, increased student motivation is an observation too significant to be ignored. All teachers maintained that incorporating smartphones into classroom environments can enhance student engagement and enjoyment, which may also raise the possibility of improved academic results. This result ties well with previous studies (Barrs, 2011; Chen, Chang & Wang, 2008; Godwin-Jones, 2017; Leis et al., 2015; Ushioda, 2013) wherein cell phones usage was associated with increased student enjoyment and engagement.

However, teachers' comments brought up the problem of unequal access to technology among students revealing a significant area for governmental intervention. Increased inequality during the digital era of smartphones was also discussed in Karunasri, Damodar and Ravikumar (2022). Ensuring equal and equitable accessibility to internet connectivity and mobile devices is crucial for the proper integration of MALL. It is necessary for government agencies and educational institutions to collaborate so as to resolve inequalities and make certain that every student may benefit from MALL. After all, given the teachers' positive outlook for MALL's future, which includes the possible integration of artificial intelligence (AI), educational stakeholders should continue to be proactive and receptive to the idea of integrating cutting-edge technologies into instruction. It is acknowledged by educators that they are in a position to develop and improve language teaching approaches by staying ahead of technological trends.

4.2.2. Learners' questionnaire responses

This section critically evaluates the findings from the questionnaire survey on learners' attitudes towards Mobile-Assisted Language Learning (MALL) within the context of an EFL learning environment. The survey encompassed a wide range of topics such as technology use and the cognitive, affective, and behavioral components of attitudes towards MALL.

To begin with, the sample comprised male and female individuals from different age groups spanning proficiency levels A2 to C2. Diverse demographic data offer a broad perspective on learners' opinions at various developmental and skill levels. Findings revealed that the technological tools and the way they are incorporated varies among different classrooms, while students' attitudes appear fairly positive.

From a cognitive perspective on students' attitudes, consistent with the findings of Nikolopoulou and Gialamas (2017) concerning self-efficacy, this study also reveals that a significant majority perceive themselves as competent smartphone users. However, similar to Metruk's (2020) research results, a noteworthy proportion acknowledges the need for further guidance as to how to implicate MALL in their learning context. Notably, almost the entire population recognizes the device's value to language learning echoing the observations made by a number of scholars (Machmud, 2018; Metruk, 2020; Nikolopoulou & Gialamas, 2017; Saidouni & Bahloul, 2018). In spite of the optimistic outlook though, a great part of students

believe that cellphones may act as a distraction suggesting a divergent viewpoint on the usefulness of mobile devices in instruction. A similar pattern of results was obtained in Saidouni and Bahloul (2018).

Affective responses towards MALL suggest that smartphone incorporation has the potential to establish a positive emotional environment conducive to learning. The fact that the majority of students claimed that they are neither uncomfortable nor bored using smart devices reflects a generally positive predisposition towards MALL practices ties well with previous studies (Leis et. al, 2015; Saidouni & Bahloul, 2018; Stockwell, 2008). However, diverse preferences among students are evidenced in the substantial minority that are against using smartphones for schoolwork more frequently and underline the SDT argument implying that learners should have the greatest degree of autonomy and free will when it comes to using mobile technology (Ushioda, 2013).

As regards behavioral attitudes, participants' reactions illustrate a rather infrequent use of smartphones in the classroom showing a disparity between the potential applications of MALL and its actual implementation in classroom settings. The rarity of using cellphones in the classroom underscores a window for teachers to investigate and take benefit from MALL's merits in improving language learning opportunities and indicates that claims made six years ago in Nikolopoulou (2018) about MALL being at early stages in Greece are still accurate up to the present time. On the other hand, the personal usage of MALL outside of the classroom portrays an entirely distinct picture. A considerable segment of students utilizes the language school platform, on a daily basis and seek material on their mobile devices, suggesting a higher level of MALL engagement in their personal study. This result is directly in line with Kukulska-Hulme (2009) conclusion that learners often use portable devices in their learning, independent of the methods used by their teachers. Frequent use for communication, dictionary searches and online language practice could hint a preference for mobile device-based, self-directed learning, highlighting MALL's ability to facilitate autonomous language learning.

In conclusion, the questionnaire results displaying the learners' views regarding MALL offer significant fresh insight into the current situation of technology integration in EFL instruction in Greece. Even while students appear to be enthusiastic and proficient using mobile

devices, there remains room for more strategic and productive MALL integration in both classroom and individual learning contexts. In the age of digitization, resolving these shortcomings might substantially enhance language learning and teaching efficacy.

4.2.3. Juxtaposition of teachers and learners' responses

What is evident in the reactions of teachers and learners of the language school is that they both are positive towards smartphone facilitated language learning since they believe in its promising impact on language acquisition. Even though enhanced availability is viewed as an opportunity, instructors also emphasized motivation matters on the part of the learners, while the latter see self-paced learning as a significant MALL affordance. As for challenges, the two populations expressed their concerns about potential distraction as an effect of smartphone utilization.

On the other hand, teachers appeared equally perturbed about theirs and their students' digital literacies, whereas learners consider themselves skillful users while only a few admitted they are in need of assistance and guidance regarding effective smartphone use in their learning. Another noticeable disparity pertains to the regularity of mobile assisted learning activities. Albeit educators reported that they incorporate cellphones especially when they do vocabulary or writing activities, projects and online research, their reports were not confirmed by learners' reactions. This might be due to the fact that MALL is not practiced with all classes since incorporation varies according to diverse classes' profiles or to the different perception of the notion of high or low frequency.

Conclusion

In concluding this pivotal chapter, we have navigated through the intricate landscape of Mobile-Assisted Language Learning (MALL) as perceived by teachers and students in a Greek EFL setting. The assimilation and interpretation of data from both interviews and questionnaires have provided a rich tapestry of insights into the attitudes, behaviors, and policies surrounding MALL.

5. Critical overview of the study

Introduction

The final chapter provides a reflective and evaluative overview of the study conducted on Mobile-Assisted Language Learning (MALL) in a Greek foreign language school. This critical overview serves to re-examine the core research questions that guided this investigation, delve into the practical ramifications of the research findings, address the constraints encountered during the research and propose avenues for further research.

5.1. Revisiting the research questions

In this section, the overarching research question "What are the teachers and students' attitudes towards the integration of Mobile-Assisted Language Learning in EFL classroom practices?" is addressed. Leveraging information from student questionnaires and instructor interviews, the related sub-questions are examined to provide a thorough response.

- **To what extent are mobile phones incorporated in the teaching and learning process?**

The integration of mobile phones in EFL classrooms, as reported by both teachers and students, appears to be moderately implemented. Teacher interviews revealed that while smartphones are allowed in classrooms, their use is not pervasive, often depending on factors such as lesson requirements and student age groups. Students corroborated this, with less than 20% reporting frequent smartphone use in classrooms. The predominant use of more traditional technological tools like overhead projectors and desktop computers suggests a cautious approach towards fully embracing smartphones in educational settings.

- **To what extent do teachers believe that the use of mobile phones as assisted materials for classroom practices promotes language acquisition?**

Teachers expressed a belief in the potential of mobile phones as effective tools for language acquisition. They identified various uses, such as vocabulary enhancement and access to educational resources, which align with key language learning objectives. However, there is a recognition of the need for balanced and strategic use to avoid potential distractions. This

indicates an awareness of the dual potential of smartphones as both facilitators and disruptors of learning.

- **To what extent do learners believe that the use of mobile phones as assisted materials for classroom practices facilitates their learning?**

Learners demonstrated a positive attitude towards the use of mobile phones in learning. A significant majority believe that smartphones enrich their learning opportunities by providing access to materials and enabling self-paced study. This is further evidenced by their extensive use of smartphones outside the classroom for educational purposes, such as accessing language school platforms and performing online searches. However, the concern over smartphones being a source of distraction in the classroom reflects a nuanced understanding of their role in education.

- **To what extent does the use of mobile phones affect learners' motivation to participate in the learning process as reported by teachers and students?**

Both teachers and students reported that the use of mobile phones positively affects learners' motivation. Students feel more relaxed and inspired when using smartphones for learning activities, which could be attributed to the familiarity and flexibility of these devices. Teachers observed increased engagement and participation when smartphones were used, corroborating the students' responses. This suggests that when used effectively, smartphones can significantly enhance the motivational aspects of language learning.

All in all, the attitudes towards the integration of Mobile-Assisted Language Learning in EFL classrooms, as perceived by both teachers and students, are generally positive but tempered with caution. There is a recognized potential in using mobile phones as tools for enhancing language learning, particularly in terms of accessibility, learner autonomy, and motivation. However, the extent of their integration is varied and often conservative, highlighting a need for a balanced approach that maximizes benefits while minimizing potential distractions. These findings provide valuable insights for educators and policymakers in developing effective strategies for integrating MALL in language education.

5.2. Implications

The research findings presented and discussed in the preceding section carry profound implications for the future of Mobile Assisted Language Learning in Greece. These include conclusions regarding educational practices and policies.

Educational practice implications refer to the strategic integration of MALL, educators' professional development, curricular modifications, and addressing the digital divide. Firstly, the results highlight the necessity of incorporating mobile phones into EFL classes in an organized manner; teachers should create pedagogically sound strategies for integrating cellphones into the classroom so that they enhance rather than interfere with learning. Furthermore, considering teachers are wary about MALL, it is obvious that professional development programs promoting MALL effective tactics will be required. Teachers undergoing such sort of training may become more competent and confident while using mobile technologies to teach foreign languages. Curricula are to be adapted as well; designers ought to be thoughtful about incorporating MALL components complementing the learning goals. This might encompass employing mobile technology for learning beyond the classroom, interactive exercises, and language practice. Equally important, educational institutions must guarantee that every student has fair access to mobile technology by offering the necessary resources to those lacking smartphone devices or reliable internet connections so as to eradicate the digital gap.

Policy implications appertain to formulating MALL policies and investment in infrastructure. Education policymakers ought to formulate clear regulations regarding the usage of smartphones in the classroom while balancing their potential benefits and limitations. Finally, investing in technology infrastructure, such dependable Wi-Fi in educational establishments, is necessary to enable MALL's successful adoption.

5.3. Limitations

The present case study exhibits certain important limitations. First, the results of the study rely on a relatively small number of participants, which might not accurately reflect the larger populations of EFL teachers and learners. In subsequent investigations, larger and more heterogeneous samples should be taken into account in order to draw more reliable conclusions.

Additionally, data collection and analysis practices could be modified, and findings could be enriched providing a combination of qualitative and quantitative instruments deployed to target each of the two populations, namely teachers and learners. On the one hand, students would have the opportunity to elaborate on their responses reported in the questionnaire, on the other hand teachers might have expressed themselves more candidly if they had to answer a survey as well minimizing interviewer-influenced bias. This way a more holistic approach would have been adopted strengthening the credibility of the results. Another limitation in this research, though, pertains to the teachers' interviews, as subjectivity is implicit in the interpretations of the collected qualitative data. Hence, different conclusions might be drawn by different researchers analyzing the exact same data.

5.4. Suggestions for future research

Taking the aforementioned limitations into account, future research could attempt to improve generalizability of results by expanding the research and studying a wider sample of teachers' and learners' populations found in different educational environments. That would warrant a more representative depiction of the status of MALL in the Greek context today. In addition, subsequent inquiries exploring individuals' attitudes towards smartphone use in EFL learning might employ a greater number of data collection tools, such as questionnaires and interviews for all participants as discussed above, as well as observations realized by the researcher in order to examine the extent to which reported MALL incorporation coincides with actual use in the language classroom. Ultimately, experimental studies can be conducted to evaluate how particular MALL interventions affect language acquisition results, so that more tangible evidence of its efficacy will be provided.

Conclusion

As this dissertation on Mobile-Assisted Language Learning (MALL) in a Greek foreign language school reaches its conclusion, a reflective and critical overview has provided a comprehensive understanding of the research's scope, achievements, and future directions. The journey through this research has not only offered insights into the current state of MALL in EFL settings but has also shed light on the intricate interplay between technology, pedagogy, and language learning.

Concluding remarks

These results have significant consequences on how language instruction develops in Greece. They offer a thorough grasp of how EFL teachers now feel about MALL practices and provide insightful advice for future curricular changes and decisions regarding policy. Educational stakeholders may improve the efficacy of language instruction in Greece along with assuring it keeps abreast of current innovations in technology and the evolving needs of the modern learner.

In an overview, this paper aspires to advance the field of language education by demonstrating how MALL can influence teaching and learning conditions. It provides a blueprint for integrating mobile technology into language learning effectively highlighting the necessity for favorable policies, specialized methods, and equal access to technology. Undoubtedly, it is not the device per se that will revolutionize foreign language education, but rather the ways this device is exploited based on sound pedagogical principles. Hence, as Prensky (2011, p. 11) argues, “it is not the tools themselves that we need to focus on, but rather the creativity and skills that the tools enable and enhance”. In contemporary educational settings, learners should be at the center of attention and their best interest must be seen as the point of departure for current and future teaching practices.

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Appendices

Appendix A: Teachers' interview protocol

Research topic: Teachers attitudes towards the integration of Mobile-Assisted Language Learning in EFL classroom practices.

Name of the researcher: Maria Kontogeorgou

Name of the participant:

Date of the interview:

Instructions: You are going to answer the following questions on the basis of your teaching experience and personal beliefs and practices. Additional questions might arise during the interview and/ or some omissions of questions might occur. Please note that you can add any supplementary ideas you find worth mentioning and you can choose not to answer any questions that make you uncomfortable.

1. -How many years have you been teaching English?
2. -How many years have you been working at [name of language school]?
3. What levels/ classes are you teaching this year?
4. -Is technology use part of everyday teaching practices at [name of language school]?
5. -What technological tools do you use in the classroom?
-In what ways?
6. -Are students allowed to use their smartphones in the classroom?
7. -Do you incorporate smartphones in your teaching?
-In what ways?
8. -Do you believe smartphone use in the classroom is beneficial for Greek EFL students?
-In what ways?
9. -Do you believe smartphone use helps students learn English?
-In what ways?
10. -Do you believe smartphone use has an effect on students' motivation to participate in learning activities?
-In what ways?
11. -Do you encourage your students to use their smartphones to study at home?
-In what ways?
12. -What are some obstacles to implement MALL instruction in the Greek EFL classroom?
13. -Do you have any suggestions regarding the use of MALL in the EFL instruction?

Appendix B: Teachers' interview consent form

Consent Form for Participation in Research

Title of Study: Exploring Teachers and Students' Attitudes Towards the Integration of Mobile-Assisted Language Learning in EFL Classroom Practices: A Case Study in a Greek Foreign Language School

Researcher: Kontogeorgou Maria, Master's Degree Candidate

Institution: Hellenic Open University

Purpose of the Study: This research aims to explore the attitudes of teachers and students towards the use of Mobile-Assisted Language Learning (MALL) in English as a Foreign Language (EFL) classroom practices. The study is part of a dissertation for a Master's degree in the post-graduate program "Teaching English as a Foreign Language/International Language (TEFIL)".

What You Will Do: As a participant in this study, you will be asked to engage in a one-on-one interview that will last approximately 10 minutes. During the interview, you will be asked questions related to your experiences and attitudes towards using mobile-assisted tools and methods in EFL teaching. Please note that the interview will be recorded.

Risks and Benefits: There are no anticipated risks to participating in this study. The information gathered from this study may contribute to a better understanding of the use and impact of MALL in EFL classrooms. Your participation will provide valuable insights that can inform teaching practices and educational policies.

Confidentiality: Your participation in this study is confidential. No personal identifiers will be used in the dissertation or any related publications. All data will be stored securely and will only be accessible to the researcher.

Voluntary Participation: Your participation in this study is entirely voluntary. You have the right to withdraw at any time without any penalty. You may also choose not to answer any questions you do not feel comfortable with.

Consent: By signing this form, you agree that you have understood the information above and consent to participate in the study.

Contact Information: If you have any questions or concerns about the study, please feel free to contact the researcher at kontogeorgoum@outlook.com

Participant's Name: _____

Participant's Signature: _____

Date: _____

Researcher's Signature: _____

Date: _____

Appendix C: Teachers' interview transcripts

*Note: **I:** Interviewer & **T1/2/3:** Teacher 1/2/3

Teacher 1

I: Hello.

T1: Hello.

I: I am conducting this interview as part of my dissertation for the Hellenic Open University, and I am exploring teachers' attitudes towards Mobile Assisted Language Learning, and especially, the incorporation of smartphones in the teaching and learning process. Thank you so much for your help.

T1: You're welcome.

I: Uh, so you are a teacher of English at [name of language school] language school. How many years have you been teaching English?

T1: 10 years.

I: And how many years have you been working at [name of language school]?

T1: Seven years.

I: What levels... Classes are you teaching this year?

T1: Emm so this year... I'm teaching a Junior level, an E class, this means B1 level, Lower too, and advanced, C1.

I: Is technology use part of everyday teaching practices of [name of language school]?

T1: Yes. Because all the course books... um... have e-books and we use this application, the book application in all classrooms, in all lessons.

I: What technological tools do you use?

T1: Oh, we use the projector and the computer and sometimes mobile phones.

I: And how do you use these tools?

T1: Oh, we use them to present the book's material, listen to the new words or watch videos, do listening activities... Yes, these ways.

I: Are students allowed to use their smartphones in the classroom?

T1: Yes, but it depends on their ... actually, their age.

I: Do you incorporate smartphones in your teaching? In what ways?

T1: Yes, I do. Not with all my students. As I said before, it depends on their age and it's, uh, sometimes it depends on how focused they can be in the lesson. Uh, so we use them to... they can find information while we're writing, while we were doing a writing activity all, oh or, sorry, while we're doing a project in class so they search for information, they can use it as a dictionary, they can find words that they don't know. And we also use some digital tools that they can create mind maps. Um, or another digital tool, Padlet. That's, uh.... It's like a digital wall. They can write their ideas so they can be more organized.

I: Do you believe smartphone use in the classroom is beneficial for Greek EFL students?

T1: Um, yes, I do. I think that it makes them more motivated. And Also uh it helps them participate... they feel more comfortable to participate in the lesson.

I: Why do you think smartphone use has an effect on students' motivation?

T1: Because it's something... It seems something fun, for them, it's something different relating to the traditional learning that they use just their books or notebooks and pencils, so something completely different. And they can also use their digital skills too, that I think that I think that these students are more familiar than students in the past.

I: And do you believe smartphone use helps students learn English?

T1: Actually, yes. Uh, not only English, I suppose. It will help them in other lessons too, but uh, OK, speaking for English because I'm an English teacher, yes, I think that it helps my students. It find it, they find it easier and more motivating as I said.

I: Um, can they use educational applications to learn English? Can they use social media or some other platforms? How? In what ways can they learn English better?

T1: Um, first, they can communicate with each other. But OK, I think that it's not so important, because it's a small class so they can communicate in any case. But it will help them, as I said before we use Padlet, because it's a digital tool that they have the opportunity to write at the same time their ideas and, while - for example on the board, they can also write ideas but not all together at the same time. So it's like brainstorming for all the students at the same time and they can exchange information. Also, they have access to the material all the time, so if they are not in class, they can still go... um... Go back to the material and study at home. So, I think that this is very interesting and very important for their learning and... Also, uh, we use another digital tool, Popplet, so they can create mind maps and they think that it is more interesting and easier for them because they use their mobile phones all the time, to create a mind map there instead of a mind map on their notebooks that it will be boring for them.

I: Do you encourage your students to use their smartphones to study at home?

T1: Hmm. No. I mean that it would be perfect, but uh, I think that it's easier for them to get distracted while they're at home because maybe, OK, they want to study and they start to study, but, uh, I think that it's very possible for them to end up in chatting with their friends.

I: Do you think distraction is also a problem when using smartphones in class?

T1: Um, it could be. But uh, as I have seen, my students do not have these problems, because the time is so limited for some exercises, actually for all the exercises that they have to work with while they are in the classroom, so having their mind that they do not have so much time, they just do the activity and do not use for example their social media.

I: What are some obstacles to implement MALL instruction in the Greek EFL classroom?

T1: A challenge. A very important problem is... Technical problems. For example, Internet connection... Or maybe not all the students have their mobile phones in class. And, actually, maybe some students do not have a mobile phone. So, I think that, OK more... the majority of teenagers nowadays have mobile phones.... There are still teens that they do not, so it will maybe create inequality between students.

I: Do you have any suggestions regarding the use of MALL in the EFL instruction?

T1: First, Internet connection. I think that it should be required for all the institutions to have. And... also um.... More training for the teachers. It's very important too, for the teachers and for the learners too because it's very time-consuming... to try to teach, teach students digital skills.

I: Uh, very nice. Thank you very much.... once again. That is the end of the interview.

T1: OK, thank you.

Teacher 2

I: Hello

T2: Hello

I: I'm conducting this interview as part of my dissertation for the Hellenic Open University. I'm exploring teachers' attitudes towards mobile assisted language learning and, especially, the incorporation of smartphones in the teaching and learning process. Thank you so much for your help.

T2: You're welcome.

I: So, you're a teacher of English at [name of language school] Language School. How many years have you been teaching English?

T2: Probably about 20 years.

I: And how many years have you been working at [name of language school]?

T2: 7?

I: What levels are you teaching this year?

T2: This year, A2 to C2 classes.

I: And is technology use part of everyday teaching practices at [name of language school]?

T2: Uh... we use it almost every day.

I: And what kind of technological tools do you use?

T2: Mostly desktop computers and sometimes smartphones.

I: And in what ways do you use these tools? To do what?

T2: Especially with older students, C1 and C2 levels, we use it mainly for vocabulary, to find synonyms, use thesauruses. Mostly that.

I: And are students allowed to use their own smartphones too, in the classroom?

T2: Mostly their own smartphones.

I: And you said you use them as dictionaries?

T2: Yes, mainly.

I: Do you also use it to do anything else, like recording students or ... ?

T2: Not really like enjoy, they don't enjoy being recorded at such levels. I don't know why.

I: ... to plan or do project work?

T2: Yes, we use it for projects as well, or to watch some videos on YouTube that have something to do with some grammar or any topic vocabulary we might be learning.

I: And do you believe that smartphone use in the classroom is beneficial for the students?

T2: For older students, yes, they are, because they get to use a wider variety of vocabulary, so it's quite useful for them. Uh... for younger ones, it should be useful, but it kind of makes them more noisy and naughty occasionally.

I: Do you think it is more convenient for older students to use smartphones than desktop computers?

T2: Yes, it is because they're available to them 24/7. So, they use them all the time.

I: And do you think it has an impact on their performance and progress?

T2: I think since they're so available, it's right there at their fingertips, so they get to use them all the time and it's actually quite helpful for them. Especially, I don't know, I really focus on vocabulary use, so it does help them significantly.

I: Have you observed if mobile phones and especially smartphone use has an effect on their motivation levels to participate in activities?

T2: Yeah, instead of using just their books and maybe a traditional dictionary that could be found at home, I think it's better for them. Anything that has to do with technology, they find it more fascinating.

I: Do you encourage your students to use smartphone, smartphones at home to study too?

T2: Yeah, we do, because we actually send them videos to watch and maybe some questions to answer and they can do that through our online platforms, so they do need to use their smartphones. Most of them don't even have desktops at home, so they do use them a lot.

I: Are there any obstacles to implement MALL instruction in the Greek EFL classroom? Some things that prevent from actually using ...

T2: Wi-Fi connections. And, even in C2 classes, honestly, not all of them carry their mobile phones in class.

I: Oh! they don't have them with them?

T2: Yeah.

I: Uh, so any suggestions regarding the use of MALL in the future? Anything that could make it more effective?

T2: They need to be encouraged more to use them. Uh, sufficiently and effectively. And... I don't... they need some guidance on how to use them properly. I mean not for entertainment during the lesson, but actually... To do class work.

I: Do you think the teachers could train them? Or someone else?

T2: Teachers themselves actually need some training as well, so... both of us, yeah, both teachers and students need some training to do that effectively.

I: Uh, alright. So that's... that's all I need.

T2: Alright,

I: So that's the end of the interview...

T2: Hope I've been helpful.

I: Yes, you were indeed. Thank you very much once again.

T2: Thank you.

Teacher 3

I: Hello. So, I'm conducting this interview as part of my dissertation and I'm going to ask you some questions about MALL instruction, mobile assisted language learning, because I want to know more about your attitude... uh... and the incorporation in the classroom. So you're a teacher of English at [name of language school]?

T3: Yeah.

I: How many years have you been... Have you been teaching English?

T3: I think about 20 years... 20 years.

I: And how many years have you been at [name of language school] as a teacher?

T3: Since 2007, which means 16 years?

I: And what levels... classes are you teaching this year?

T3: B1, B2, C1 and C2.

I: And is technology use part of everyday teaching practices at this ...?

T3: Yeah.

I: What tools, technological tools, do you use?

T3: First of all, we use the Interactive soft, interactive whiteboard, which has the book software and... when the need arises, we use, the kids use their mobiles.

I: So, do you often incorporate their mobile phones into your teaching?

T3: It depends, it depends. It depends on the task that they're gonna use it for... I might... usually it is about vocabulary exercises. I would say yeah, that is the most common one. Yeah, mostly vocab.

I: So... finding synonyms or using them as dictionaries...?

T3: Yeah, that's the most common use. Yeah.

I: Do they ever use it while planning a project work or ...?

T3: Yeah, they do have to use them. Especially, they have to look up information... or something else that I've missed, is that they also have to do the exercises in the in the digital class.

I: Oh, the online practice.

T3: Yeah, the online class exactly, yeah. The online practice, yeah. So they have to use it then as well.

I: And do you believe that smartphone use is beneficial for your EFL students?

T3: Yeah, so far... or at least in the way that we use it. Yeah, I would say it is.

I: Do you think it helps specific skills ...?

T3: First of all,... uh... It helps them or teaches them how to find information and how to use a dictionary like, that is... uh.. how to... how to find the entries that they need and how to get to the meaning that they need, how to find extra information dictionary, for example, if there's an idiom they're looking for or phrasal verbs... Generally, how to navigate in a dictionary.

I: So, mainly vocabulary work... you think the vocabulary skills, let's say,

T3: Yes. That's what I can think of right now... Yeah... Or maybe they need to find some ideas for writing sometimes. Sometimes.

I: Oh yeah. Brainstorming stage

I: And do you believe that smartphone use has an effect also on their motivation to participate in tasks?

T3: Mm-hmm, a positive one, because it's something that they're familiar with, it's something that they use every day, something that they enjoy using, and it's also. Quite easy for them to use. I mean, they're familiar with it, they know what to do. So, I think that when I tell them to get their mobiles out, it's like asking them to do something which is also fun for them in a way.

I: Uh, and do you encourage your students to use their mobile phones, smartphones in this case, to study at home as well?

T3: If necessary, yeah, yeah,

I: In what? In what ways? What do you...?

T3: Again, when they have to do vocabulary exercises where the words are not in the book or they're not in the word list that they're given, they have to look up the words. I would say it's mandatory because I ask for the definitions of the words. Um, or when they have to do a writing, they have to use a thesaurus in order to come up with synonyms... mmm what else? The online practice, Yeah, we said that. Uh. I cannot think of anything else right now, I mean besides what we have already said.

I: And are there any obstacles that, uh, actually stop you from implementing mobile phones, smartphones...?

T3: Sometimes it might be the class profile, like the kind of students that I have. If I know that they might get carried away or they might start, you know, doing other things on the mobiles, then yeah, I will not use it.

I: And do you have any suggestions or like in what ways could it be more beneficial, or could you choose to incorporate more smartphones in your teaching?

T3: Well, oh Oh yeah, there's another thing that I've done. I gave the class a test in an online form. I had done a form, a Microsoft form. The whole test was... uh... In that same in a digital form. And I shared it with them in class and we did it and they got the results right away. I got the results right away. I could edit what they had done at the same time. So yeah, I would say that it is one more use.

I: Oh yeah, you're right. Assessment... So, you said before that classroom management sometimes is an obstacle. Is there anything else that you think of?

T3: An obstacle...

I: Do you think that your students know how to use the smartphones in order to learn English?

T3: Not always, and not necessarily, because there are some say skills that they don't have. I mean they know how to use the Internet, but when it comes to things such as, I don't know, maybe writing an e-mail or something like that or register for an online... for their online courses... uh... I see that they're not really say literate. They don't really know how to do it. I mean, I show them what to do.

I: So, do you think that teachers are well prepared, are skilled enough, let's say, to show their students?

T3: It depends on the teacher. They should be at this age, they should be.

I: All right, so that is everything I had to ask... do you have anything else to to add?

T3: Maybe... something that could be used in the future is AI.

I: In what ways?

T3: I'm not sure how. I'm not sure how, but for example there are many tools for teachers, AI tools for teachers that that have come out and I do use one of them... but I don't know what is... new. When it comes to students, I mean what is out there for students to use in the classroom? But I'm sure there must be something.

I: Uh, what do you use?

T3: I use an AI site or a tool which you can use in order to create different kinds of tasks, like speaking tasks, listening tasks with videos or vocabulary, grammar, or anything. You just feed the information.

I: Oh,

T3: And it gives you...

I: It comes up with an activity.

T3: Yeah.

I: OK. Time saving for sure! Oh, alright. So, thank you very much once again.

T3: Thank you.

Appendix D: Learners' questionnaire questions

1/6/24, 6:32 PM

MALL: Learners' Attitudes Questionnaire (I)

MALL: Learners' Attitudes Questionnaire (I)

Ονομάζομαι Κοντογεώργου Μαρία και στα πλαίσια της διπλωματικής μου εργασίας για το μεταπτυχιακό πρόγραμμα "Διδακτικής της Αγγλικής ως Ξένης Διεθνούς Γλώσσας" του Ελληνικού Ανοικτού Πανεπιστημίου διεξάγω έρευνα με τίτλο: "Διερεύνηση των στάσεων των εκπαιδευτικών και των μαθητών απέναντι στην γλωσσική μάθηση με τη βοήθεια κινητών τηλεφώνων στην τάξη των Αγγλικών: Μελέτη περίπτωσης σε ένα φροντιστήριο ξένων γλωσσών στην Ελλάδα."

Στόχος του ερωτηματολογίου αυτού είναι η καλύτερη κατανόηση της στάσης των μαθητών απέναντι στην χρήση smartphones για την εκμάθηση των Αγγλικών. Η συμπλήρωση του ερωτηματολογίου είναι εθελοντική και τα δεδομένα που θα συλλεχθούν είναι εμπιστευτικά και θα χρησιμοποιηθούν αποκλειστικά στα πλαίσια της παρούσας εργασίας. Να θυμάστε ότι δεν υπάρχουν σωστές ή λάθος απαντήσεις. Σας ευχαριστώ πολύ για τον χρόνο σας!

^ requirea

* This form will record your name, please fill your name.

1. Demographics

I am a ... student.

/Είμαι ... *

- ☐ male /μαθητής
- ☐ female /μαθήτρια

https://forms.office.com/Pages/DesignPageV2.aspx?origin=NeoPortalPage&subpage=design&id=TER7bIE32ESgqRw5_zx8xePNqZZz19B1p0i514Y9... 1/18

1/6/24, 6:32 PM

MALL: Learners' Attitudes Questionnaire (I)

2. I'm ... years old.

/Είμαι ... χρονών. *

3. I'm in ... class at CHRONOS language school.

/ Είμαι στην ... τάξη στο Φροντιστήριο ΧΡΟΝΟΣ. *

☐ C (A2)

☐ D (A2/B1)

☐ E (B1+)

☐ FMay (B2)

☐ Advanced (C1)

☐ Proficiency (C2)

4. Technology use

In the classroom we use ...

/Στην τάξη χρησιμοποιούμε ... (Διαλέξτε όσες επιλογές ισχύουν) *

☐ a desktop computer / σταθερό υπολογιστή

☐ an overhead projector / προτζέκτορα

☐ a laptop / φορητό υπολογιστή

☐ (a) smartphone(s)

5. We use these tools to ...

/ Χρησιμοποιούμε αυτά τα εργαλεία για να ... (Διαλέξτε όσες
επιλογές ισχύουν) *

- ☐ Use coursebook materials (e-books, audio files, etc.) /Χρησιμοποιήσουμε το επιπλέον υλικό του βιβλίου (ηλεκτρονικά βιβλία, αρχεία ήχου, κλπ.)
- ☐ Use the online practice platform (Cambridge One/ Oxford Discover Futures)/ Χρησιμοποιήσουμε τις πλατφόρμες εξάσκησης των βιβλίων)
- ☐ Use online dictionaries /Χρησιμοποιήσουμε ηλεκτρονικά λεξικά
- ☐ Do listening or video viewing activities/ Κάνουμε ακουστικές ασκήσεις ή ασκήσεις παρακολούθησης βίντεο
- ☐ Do writing activities /Κάνουμε γραπτές ασκήσεις
- ☐ Do group projects /Κάνουμε ομαδικές εργασίες - πρότζεκτ
- ☐ Do vocabulary or grammar practice /Κάνουμε εξάσκηση γραμματικής ή λεξιλογίου
- ☐ Communicate with teachers or classmates /Επικοινωνήσουμε με τους δασκάλους ή συμμαθητές μας
- ☐ Make audio/ video recordings / Κάνουμε ηχογράφιση ή καταγραφή βίντεο
- ☐ Search for information /Ψάξουμε πληροφορίες
- ☐ Download resources /Κατεβάσουμε αρχεία
- ☐ Share documents /Μοιραστούμε αρχεία
- ☐ Play games /Παίζουμε παιχνίδια

6. Smartphones Use

We ... use smartphones in the classroom.

/Χρησιμοποιούμε smartphones στην τάξη ... *

- ☐ Always /Συνέχεια
- ☐ Often /Συχνά
- ☐ Rarely /Σπάνια
- ☐ Never /Ποτέ

7. Attitudes towards smartphones

Cognitive

I can use a smartphone independently without any assistance.

/Μπορώ να χρησιμοποιήσω ένα smartphone χωρίς τη βοήθεια κάποιου.

*

- ☐ Strongly agree /Συμφωνώ απόλυτα
- ☐ Agree /Συμφωνώ
- ☐ Disagree /Διαφωνώ
- ☐ Strongly disagree /Διαφωνώ απόλυτα

8. A smartphone can offer me opportunities to learn English.
/Ένα smartphone μπορεί να μου προσφέρει ευκαιρίες να μάθω Αγγλικά.

*

- ☐ Strongly agree /Συμφωνώ απόλυτα
- ☐ Agree /Συμφωνώ
- ☐ Disagree /Διαφωνώ
- ☐ Strongly disagree /Διαφωνώ απόλυτα

9. I need someone to tell me the best way to use a smartphone to learn English.

/Χρειάζομαι κάποιον να μου δείξει τον καλύτερο τρόπο να χρησιμοποιώ ένα smartphone για να μάθω Αγγλικά. *

- ☐ Strongly agree /Συμφωνώ απόλυτα
- ☐ Agree /Συμφωνώ
- ☐ Disagree /Διαφωνώ
- ☐ Strongly disagree /Διαφωνώ απόλυτα

10. A smartphone can help me access course material anywhere, anytime.
/Ενα smartphone μπορεί να με βοηθήσει να έχω πρόσβαση στο υλικό του μαθήματος σε οποιοδήποτε μέρος την οποιαδήποτε στιγμή. *

- ☐ Strongly agree /Συμφωνώ απόλυτα
- ☐ Agree /Συμφωνώ
- ☐ Disagree /Διαφωνώ
- ☐ Strongly disagree /Διαφωνώ απόλυτα

11. A smartphone can help me engage in learning activities at my own pace.
/Ενα smartphone μπορεί να με βοηθήσει να ολοκληρώσω δραστηριότητες εκμάθησης με τον δικό μου ρυθμό. *

- ☐ Strongly agree /Συμφωνώ απόλυτα
- ☐ Agree /Συμφωνώ
- ☐ Disagree /Διαφωνώ
- ☐ Strongly disagree /Διαφωνώ απόλυτα

12. A smartphone can be distracting in the English classroom.

/Ένα smartphone στην τάξη μπορεί να μου αποσπά την προσοχή. *

☐ Strongly agree /Συμφωνώ απόλυτα

☐ Agree /Συμφωνώ

☐ Disagree /Διαφωνώ

☐ Strongly agree /Διαφωνώ απόλυτα

13. **Affective**

I feel relaxed when I use my smartphone to complete a learning activity.

/Νιώθω χαλαρός-ή όταν χρησιμοποιώ το smartphone μου για να ολοκληρώσω μία δραστηριότητα εκμάθησης. *

☐ Strongly agree /Συμφωνώ απόλυτα

☐ Agree /Συμφωνώ

☐ Disagree /Διαφωνώ

☐ Strongly disagree /Διαφωνώ απόλυτα

14. I feel motivated when I use my smartphone to complete a learning activity.

/Νιώθω ενθουσιώδης όταν χρησιμοποιώ το smartphone μου για να ολοκληρώσω μία δραστηριότητα εκμάθησης. *

- ☐ Strongly agree /Συμφωνώ απόλυτα
- ☐ Agree /Συμφωνώ
- ☐ Disagree /Διαφωνώ
- ☐ Strongly disagree /Διαφωνώ απόλυτα

15. I feel uncomfortable when I use my smartphone in the English classroom.

/Νιώθω άβολα όταν χρησιμοποιώ το smartphone μου μες στην τάξη. *

- ☐ Strongly agree /Συμφωνώ απόλυτα
- ☐ Agree /Συμφωνώ
- ☐ Disagree /Διαφωνώ
- ☐ Strongly disagree /Διαφωνώ απόλυτα

16. I feel bored when I use my smartphone to complete learning activities in the classroom.

/ Βαριέμαι όταν χρησιμοποιώ το smartphone μου για να ολοκληρώσω δραστηριότητες εκμάθησης μες στην τάξη. *

- ☐ Strongly agree /Συμφωνώ απόλυτα
- ☐ Agree /Συμφωνώ
- ☐ Disagree /Διαφωνώ
- ☐ Strongly disagree /Διαφωνώ απόλυτα

17. I would like to use my smartphone more often to complete learning activities in the classroom.

/Θα ήθελα να χρησιμοποιώ το smartphone μου για να ολοκληρώνω δραστηριότητες εκμάθησης μες στην τάξη πιο συχνά. *

- ☐ Strongly agree/ Συμφωνώ απόλυτα
- ☐ Agree/ Συμφωνώ
- ☐ Disagree /Διαφωνώ
- ☐ Strongly disagree /Διαφωνώ απόλυτα

18. Behavioral

In the classroom we use smartphones to use coursebook materials (e-books, audio files, etc.)

/Στην τάξη χρησιμοποιούμε smartphones για να χρησιμοποιήσουμε το επιπλέον υλικό των βιβλίων (ηλεκτρονικά βιβλία, αρχεία ήχου, κλπ.).

*

☐ Always /Συνέχεια☐ Often /Συχνά☐ Rarely/ Σπάνια☐ Never /Ποτέ**19. In the classroom we use smartphones to use the online practice platform (Cambridge One/ Oxford Discover Futures)**

/Στην τάξη χρησιμοποιούμε smartphones για να χρησιμοποιήσουμε την ηλεκτρονική πλατφόρμα εξάσκησης του βιβλίου. *

☐ Always /Συνέχεια☐ Often /Συχνά☐ Rarely/ Σπάνια☐ Never /Ποτέ

20. In the classroom we use smartphones to use online dictionaries.
/Στην τάξη χρησιμοποιούμε smartphones για να χρησιμοποιήσουμε
ηλεκτρονικά λεξικά. *

☐ Always /Συνέχεια

☐ Often /Συχνά

☐ Rarely /Σπάνια

☐ Never /Ποτέ

21. In the classroom we use smartphones to do group projects.
/Στην τάξη χρησιμοποιούμε smartphones για να κάνουμε ομαδικές
εργασίες - πρότζεκτ.
*

☐ Always /Συνέχεια

☐ Often /Συχνά

☐ Rarely /Σπάνια

☐ Never /Ποτέ

1/6/24, 6:32 PM

MALL: Learners' Attitudes Questionnaire (I)

22. In the classroom we use smartphones to do vocabulary and grammar practice.

/Στην τάξη χρησιμοποιούμε smartphones για να κάνουμε εξάσκηση σε λεξιλόγιο και γραμματική.

*

☐ Always /Συνέχεια

☐ Often /Συχνά

☐ Rarely /Σπάνια

☐ Never /Ποτέ

23. In the classroom we use smartphones to search for information.

/Στην τάξη χρησιμοποιούμε smartphones για να ψάξουμε πληροφορίες.

*

☐ Always /Συνέχεια

☐ Often /Συχνά

☐ Rarely /Σπάνια

☐ Never /Ποτέ

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MALL: Learners' Attitudes Questionnaire (I)

24. In the classroom we use smartphones to share documents.

/Στην τάξη χρησιμοποιούμε smartphones για να μοιραστούμε αρχεία.

*

☐ Always / Συνέχεια

☐ Often / Συχνά

☐ Rarely / Σπάνια

☐ Never / Ποτέ

25. In the classroom we use smartphones to play games.

/Στην τάξη χρησιμοποιούμε smartphones για να παίξουμε παιχνίδια. *

☐ Always / Συνέχεια

☐ Often / Συχνά

☐ Rarely / Σπάνια

☐ Never / Ποτέ

26. In the classroom we use smartphones to make audio and video recordings.

/Στην τάξη χρησιμοποιούμε smartphones για να κάνουμε ηχογραφήσεις και να καταγράψουμε βίντεο. *

☐ Always /Συνέχεια

☐ Often /Συχνά

☐ Rarely /Σπάνια

☐ Never /Ποτέ

27. I use a smartphone to access Classter/ Portal on my own .

/Χρησιμοποιώ smartphone για να μπω στο Classter/ Portal μόνος-η. *

☐ Always /Συνέχεια

☐ Often /Συχνά

☐ Rarely /Σπάνια

☐ Never /Ποτέ

28. I use a smartphone to use the online practice platform (Cambridge One/Oxford Discover Futures) on my own.
/Χρησιμοποιώ smartphone για να χρησιμοποιήσω τις ηλεκτρονικές πλατφόρμες εξάσκησης του βιβλίου μόνος-η.

*

- ☐ Always /Συνέχεια
- ☐ Often /Συχνά
- ☐ Rarely /Σπάνια
- ☐ Never /Ποτέ

29. I use a smartphone to use online dictionaries on my own.
Χρησιμοποιώ smartphone για να χρησιμοποιήσω ηλεκτρονικά λεξικά μόνος-η. *

- ☐ Always /Συνέχεια
- ☐ Often /Συχνά
- ☐ Rarely /Σπάνια
- ☐ Never /Πάντα

1/6/24, 6:32 PM

MALL: Learners' Attitudes Questionnaire (I)

30. I use a smartphone to do vocabulary and grammar practice on my own .

/Χρησιμοποιώ smartphone για να κάνω εξάσκηση σε λεξιλόγιο και γραμματική μόνος-η .

*

☐ Always /Συνέχεια

☐ Often /Συχνά

☐ Rarely /Σπάνια

☐ Never /Ποτέ

31. I use a smartphone to search for information on my own.

/Χρησιμοποιώ smartphone για να ψάξω πληροφορίες μόνος-η. *

☐ Always /Συνέχεια

☐ Often /Συχνά

☐ Rarely /Σπάνια

☐ Never /Ποτέ

1/6/24, 6:32 PM

MALL: Learners' Attitudes Questionnaire (I)

32. I use a smartphone to download resources on my own.

/Χρησιμοποιώ smartphone για να κατεβάσω αρχεία μόνος-η. *

☐ Always /Συνέχεια

☐ Often /Συχνά

☐ Rarely /Σπάνια

☐ Never /Ποτέ

33. I use a smartphone to share documents on my own .

/Χρησιμοποιώ smartphone για να μοιραστώ αρχεία μόνος-η.

*

☐ Always /Συνέχεια

☐ Often /Συχνά

☐ Rarely /Σπάνια

☐ Never /Ποτέ

34. I use a smartphone to communicate with classmates and teachers on my own.

/Χρησιμοποιώ smartphone για να επικοινωνήσω με συμμαθητές και καθηγητές μόνος-η. *

☐ Always /Συνέχεια

☐ Often /Συχνά

☐ Rarely /Σπάνια

☐ Never /Ποτέ

35. I use a smartphone to play games on my own .

/Χρησιμοποιώ smartphone για να παίξω παιχνίδια μόνος-η. *

☐ Always /Συνέχεια

☐ Often /Συχνά

☐ Rarely /Σπάνια

☐ Never /Ποτέ

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Appendix E: Learners' questionnaire answers

1/6/24, 6:33 PM

MALL: Learners' Attitudes Questionnaire (I)

MALL: Learners' Attitudes Questionnaire (I)

54

Responses

07:13

Average time to complete

Active

Status

1. Demographics (0 point)

I am a ... student.

/Είμαι ...



2. I'm ... years old. (0 point)

/Είμαι ... χρονών.

54
Responses

Latest Responses

"14"

"14"

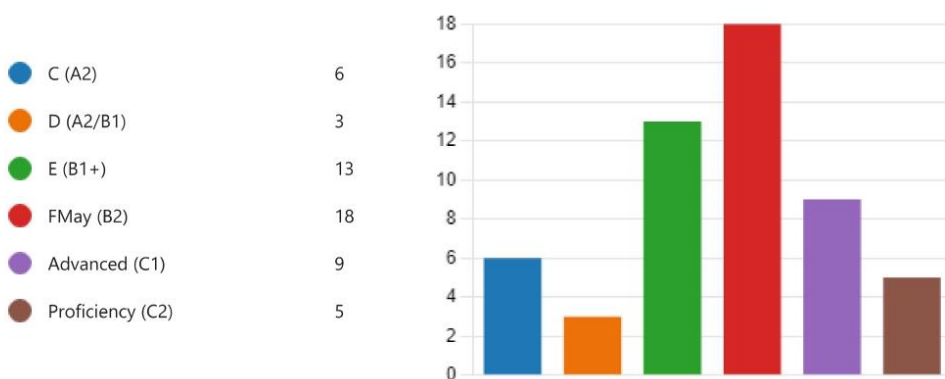
"13"

https://forms.office.com/Pages/DesignPageV2.aspx?origin=NeoPortalPage&subpage=design&id=TER7bIE32ESgqRw5_zx8xePNqZZzI9Bip0i514Y9... 1/13

1/6/24, 6:33 PM

MALL: Learners' Attitudes Questionnaire (I)

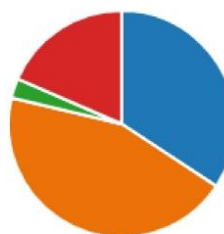
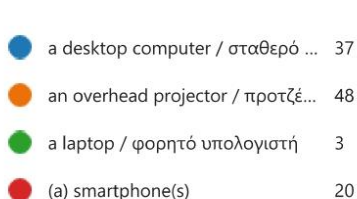
3. I'm in ... class at CHRONOS language school. (0 point)
/ Είμαι στην ... τάξη στο Φροντιστήριο ΧΡΟΝΟΣ.



4. Technology use

(0 point)

In the classroom we use ...
/ Στην τάξη χρησιμοποιούμε ... (Διαλέξτε όσες επιλογές ισχύουν)



1/6/24, 6:33 PM

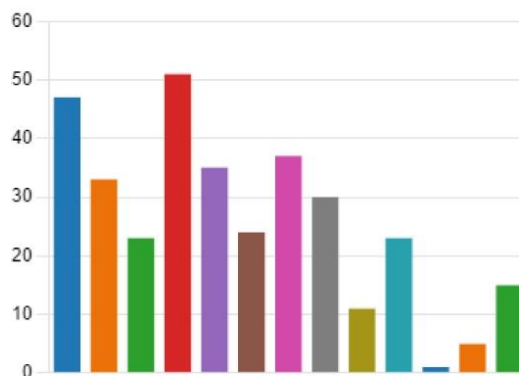
MALL: Learners' Attitudes Questionnaire (I)

5. We use these tools to ...

(0 point)

/ Χρησιμοποιούμε αυτά τα εργαλεία για να ... (Διαλέξτε όσες επιλογές ισχύουν)

- Use coursebook materials (e-bo... 47
- Use the online practice platform... 33
- Use online dictionaries /Χρησιμ... 23
- Do listening or video viewing ac... 51
- Do writing activities /Κάνουμε γ... 35
- Do group projects /Κάνουμε ομ... 24
- Do vocabulary or grammar prac... 37
- Communicate with teachers or c... 30
- Make audio/ video recordings / ... 11
- Search for information /Ψάξουμ... 23
- Download resources /Κατεβάσο... 1
- Share documents /Μοιραστούμ... 5
- Play games /Παίζουμε παιχνίδια 15



6. **Smartphones Use**

(0 point)

We ... use smartphones in the classroom.

/Χρησιμοποιούμε smartphones στην τάξη

- Always /Συνέχεια 0
- Often /Συχνά 12
- Rarely /Σπάνια 23
- Never /Ποτέ 19



1/6/24, 6:33 PM

MALL: Learners' Attitudes Questionnaire (I)

7. **Attitudes towards smartphones**

(0 point)

Cognitive

I can use a smartphone independently without any assistance.

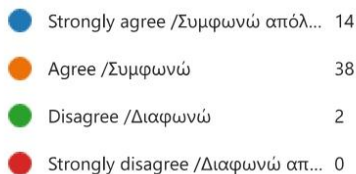
/Μπορώ να χρησιμοποιήσω ένα smartphone χωρίς τη βοήθεια κάποιου.



8. A smartphone can offer me opportunities to learn English.

(0 point)

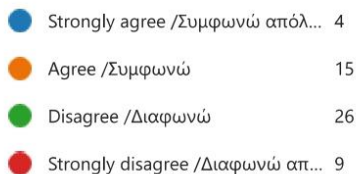
/Ένα smartphone μπορεί να μου προσφέρει ευκαιρίες να μάθω Αγγλικά.



9. I need someone to tell me the best way to use a smartphone to learn English.

(0 point)

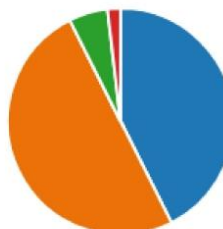
/Χρειάζομαι κάποιον να μου δείξει τον καλύτερο τρόπο να χρησιμοποιώ ένα smartphone για να μάθω Αγγλικά.



1/6/24, 6:33 PM

MALL: Learners' Attitudes Questionnaire (I)

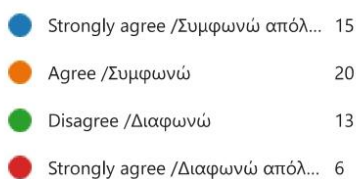
10. A smartphone can help me access course material anywhere, anytime. (0 point)
/Ενα smartphone μπορεί να με βοηθήσει να έχω πρόσβαση στο υλικό του μαθήματος σε οποιοδήποτε μέρος την οποιαδήποτε στιγμή.



11. A smartphone can help me engage in learning activities at my own pace. (0 point)
/Ενα smartphone μπορεί να με βοηθήσει να ολοκληρώσω δραστηριότητες εκμάθησης με τον δικό μου ρυθμό.



12. A smartphone can be distracting in the English classroom. (0 point)
/Ενα smartphone στην τάξη μπορεί να μου αποσπά την προσοχή.



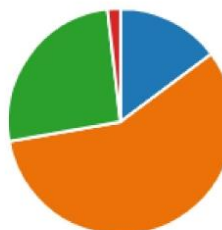
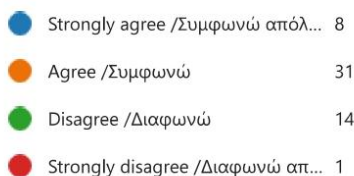
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MALL: Learners' Attitudes Questionnaire (I)

13. **Affective**

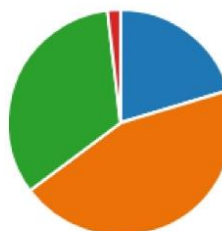
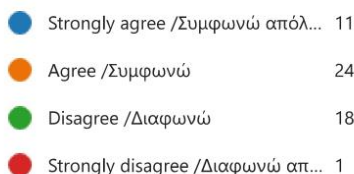
I feel relaxed when I use my smartphone to complete a learning activity.
/Νιώθω χαλαρός-ή όταν χρησιμοποιώ το smartphone μου για να ολοκληρώσω μία δραστηριότητα εκμάθησης.

(0 point)

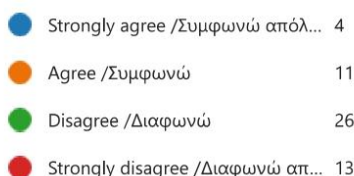


14. I feel motivated when I use my smartphone to complete a learning activity.
/Νιώθω ενθουσιώδης όταν χρησιμοποιώ το smartphone μου για να ολοκληρώσω μία δραστηριότητα εκμάθησης.

(0 point)



15. I feel uncomfortable when I use my smartphone in the English classroom. (0 point)
/Νιώθω άβολα όταν χρησιμοποιώ το smartphone μου μες στην τάξη.

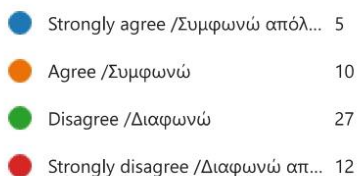


1/6/24, 6:33 PM

MALL: Learners' Attitudes Questionnaire (I)

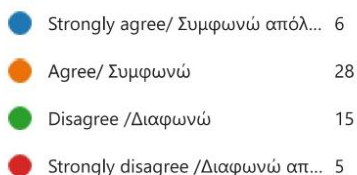
16. I feel bored when I use my smartphone to complete learning activities in the classroom. (0 point)

/ Βαριέμαι όταν χρησιμοποιώ το smartphone μου για να ολοκληρώσω δραστηριότητες εκμάθησης μες στην τάξη.



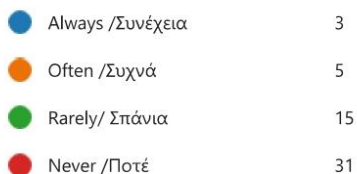
17. I would like to use my smartphone more often to complete learning activities in the classroom. (0 point)

/Θα ήθελα να χρησιμοποιώ το smartphone μου για να ολοκληρώνω δραστηριότητες εκμάθησης μες στην τάξη πιο συχνά.



18. **Behavioral** (0 point)
In the classroom we use smartphones to use coursebook materials (e-books, audio files, etc.)

/Στην τάξη χρησιμοποιούμε smartphones για να χρησιμοποιήσουμε το επιπλέον υλικό των βιβλίων (ηλεκτρονικά βιβλία, αρχεία ήχου, κλπ.).



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1/6/24, 6:33 PM

MALL: Learners' Attitudes Questionnaire (I)

19. In the classroom we use smartphones to use the online practice platform (Cambridge One/ Oxford Discover Futures) (0 point)
/Στην τάξη χρησιμοποιούμε smartphones για να χρησιμοποιήσουμε την ηλεκτρονική πλατφόρμα εξάσκησης του βιβλίου.

Always /Συνέχεια	2
Often /Συχνά	7
Rarely /Σπάνια	10
Never /Ποτέ	35



20. In the classroom we use smartphones to use online dictionaries. (0 point)
/Στην τάξη χρησιμοποιούμε smartphones για να χρησιμοποιήσουμε ηλεκτρονικά λεξικά.

Always /Συνέχεια	3
Often /Συχνά	10
Rarely /Σπάνια	16
Never /Ποτέ	25



21. In the classroom we use smartphones to do group projects. (0 point)
/Στην τάξη χρησιμοποιούμε smartphones για να κάνουμε ομαδικές εργασίες - πρότζεκτ.

Always /Συνέχεια	1
Often /Συχνά	6
Rarely /Σπάνια	14
Never /Ποτέ	33



1/6/24, 6:33 PM

MALL: Learners' Attitudes Questionnaire (I)

22. In the classroom we use smartphones to do vocabulary and grammar practice. (0 point)
/Στην τάξη χρησιμοποιούμε smartphones για να κάνουμε εξάσκηση σε λεξιλόγιο και γραμματική.

Always /Συνέχεια	2
Often /Συχνά	8
Rarely /Σπάνια	11
Never /Ποτέ	33



23. In the classroom we use smartphones to search for information. (0 point)
/Στην τάξη χρησιμοποιούμε smartphones για να ψάξουμε πληροφορίες.

Always /Συνέχεια	4
Often /Συχνά	12
Rarely /Σπάνια	15
Never /Ποτέ	23



24. In the classroom we use smartphones to share documents. (0 point)
/Στην τάξη χρησιμοποιούμε smartphones για να μοιραστούμε αρχεία.

Always /Συνέχεια	1
Often /Συχνά	2
Rarely /Σπάνια	15
Never /Ποτέ	36



1/6/24, 6:33 PM

MALL: Learners' Attitudes Questionnaire (I)

25. In the classroom we use smartphones to play games. (0 point)
/Στην τάξη χρησιμοποιούμε smartphones για να παίξουμε παιχνίδια.

Always /Συνέχεια	0
Often /Συχνά	2
Rarely /Σπάνια	4
Never /Ποτέ	48



26. In the classroom we use smartphones to make audio and video recordings. (0 point)
/Στην τάξη χρησιμοποιούμε smartphones για να κάνουμε ηχογραφήσεις και να καταγράψουμε βίντεο.

Always /Συνέχεια	1
Often /Συχνά	7
Rarely /Σπάνια	12
Never /Ποτέ	34



27. I use a smartphone to access Classter/ Portal on my own . (0 point)
/Χρησιμοποιώ smartphone για να μπω στο Classter/ Portal μόνος-η.

Always /Συνέχεια	39
Often /Συχνά	9
Rarely /Σπάνια	0
Never /Ποτέ	6



1/6/24, 6:33 PM

MALL: Learners' Attitudes Questionnaire (I)

28. I use a smartphone to use the online practice platform (Cambridge One/ Oxford Discover Futures) on my own. (0 point)

/Χρησιμοποιώ smartphone για να χρησιμοποιήσω τις ηλεκτρονικές πλατφόρμες εξάσκησης του βιβλίου μόνος-η.

Always /Συνέχεια	16
Often /Συχνά	20
Rarely /Σπάνια	10
Never /Ποτέ	8



29. I use a smartphone to use online dictionaries on my own. (0 point)

Χρησιμοποιώ smartphone για να χρησιμοποιήσω ηλεκτρονικά λεξικά μόνος-η.

Always /Συνέχεια	20
Often /Συχνά	17
Rarely /Σπάνια	12
Never /Πάντα	5



30. I use a smartphone to do vocabulary and grammar practice on my own. (0 point)

/Χρησιμοποιώ smartphone για να κάνω εξάσκηση σε λεξιλόγιο και γραμματική μόνος-η.

Always /Συνέχεια	10
Often /Συχνά	20
Rarely /Σπάνια	13
Never /Ποτέ	11



1/6/24, 6:33 PM

MALL: Learners' Attitudes Questionnaire (I)

31. I use a smartphone to search for information on my own. (0 point)
/Χρησιμοποιώ smartphone για να ψάξω πληροφορίες μόνος-η.

Always /Συνέχεια	30
Often /Συχνά	19
Rarely /Σπάνια	3
Never /Ποτέ	2



32. I use a smartphone to download resources on my own. (0 point)
/Χρησιμοποιώ smartphone για να κατεβάσω αρχεία μόνος-η.

Always /Συνέχεια	14
Often /Συχνά	20
Rarely /Σπάνια	11
Never /Ποτέ	9



33. I use a smartphone to share documents on my own. (0 point)
/Χρησιμοποιώ smartphone για να μοιραστώ αρχεία μόνος-η.

Always /Συνέχεια	11
Often /Συχνά	12
Rarely /Σπάνια	15
Never /Ποτέ	16



1/6/24, 6:33 PM

MALL: Learners' Attitudes Questionnaire (I)

34. I use a smartphone to communicate with classmates and teachers on my own. (0 point)
/Χρησιμοποιώ smartphone για να επικοινωνήσω με συμμαθητές και καθηγητές μόνος-η.

Always /Συνέχεια	22
Often /Συχνά	17
Rarely /Σπάνια	10
Never /Ποτέ	5



35. I use a smartphone to play games on my own. (0 point)
/Χρησιμοποιώ smartphone για να παίξω παιχνίδια μόνος-η.

Always /Συνέχεια	27
Often /Συχνά	13
Rarely /Σπάνια	7
Never /Ποτέ	7



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